CONSOLIDATED STATE PLAN –

DRAFT CHANGES TO THE TRAJECTORY GROWTH INDICATOR

Trajectory Growth Targets Indicator

Creates Individual Student Goals

Current Calculation

Individual Student Trajectory Growth Target =

Proficient Scale Score 3 years after Baseline – Student's Baseline (previous year) Scale Score / 3

Used in School Identification Calculation

- State calculates the per school % of students who hit their target

- The per school % is 1 part of the School Identification Calculation

- The growth targets are calculated annually

Reasons AOC Recommends Changes

In their FY 19 AOC Recommendations Report, the AOC identified the following issue:

- Students who are proficient can have a growth target that requires little to no growth to maintain proficiency (depending on the individual student's scale score)

- Students who are advanced can have a growth target that is a negative slope, since the expectation is that they just need to stay above the proficiency cut score to hit their target

In FY 22 and FY 23, the AOC also noted:

- Students who score lower on the test (i.e. Below Basic) often have a growth target that is too ambitious to be achievable

Planned Process for Revising Idaho's Trajectory Growth Indicator

1. AOC Drafts Proposed Method for Calculating New Trajectory Growth Targets

2. Technical Advisory Committee (TAC) Feedback

3. Board Feedback

4. Stakeholder Feedback ⬅

5. Revisions

6. Present Consolidated State Plan Amendment with new Trajectory Growth Targets Calculation
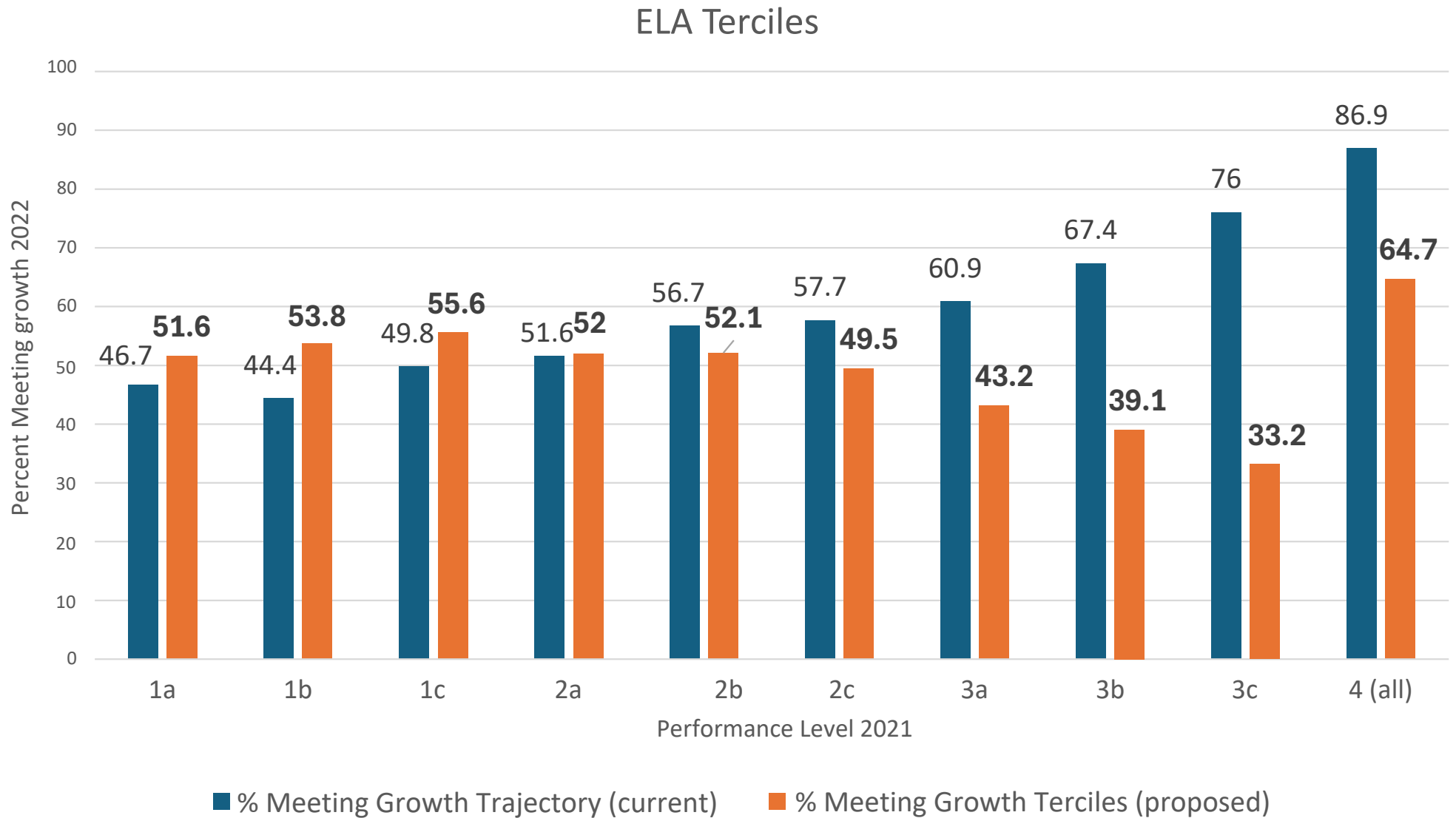
Proposed Model - Terciles

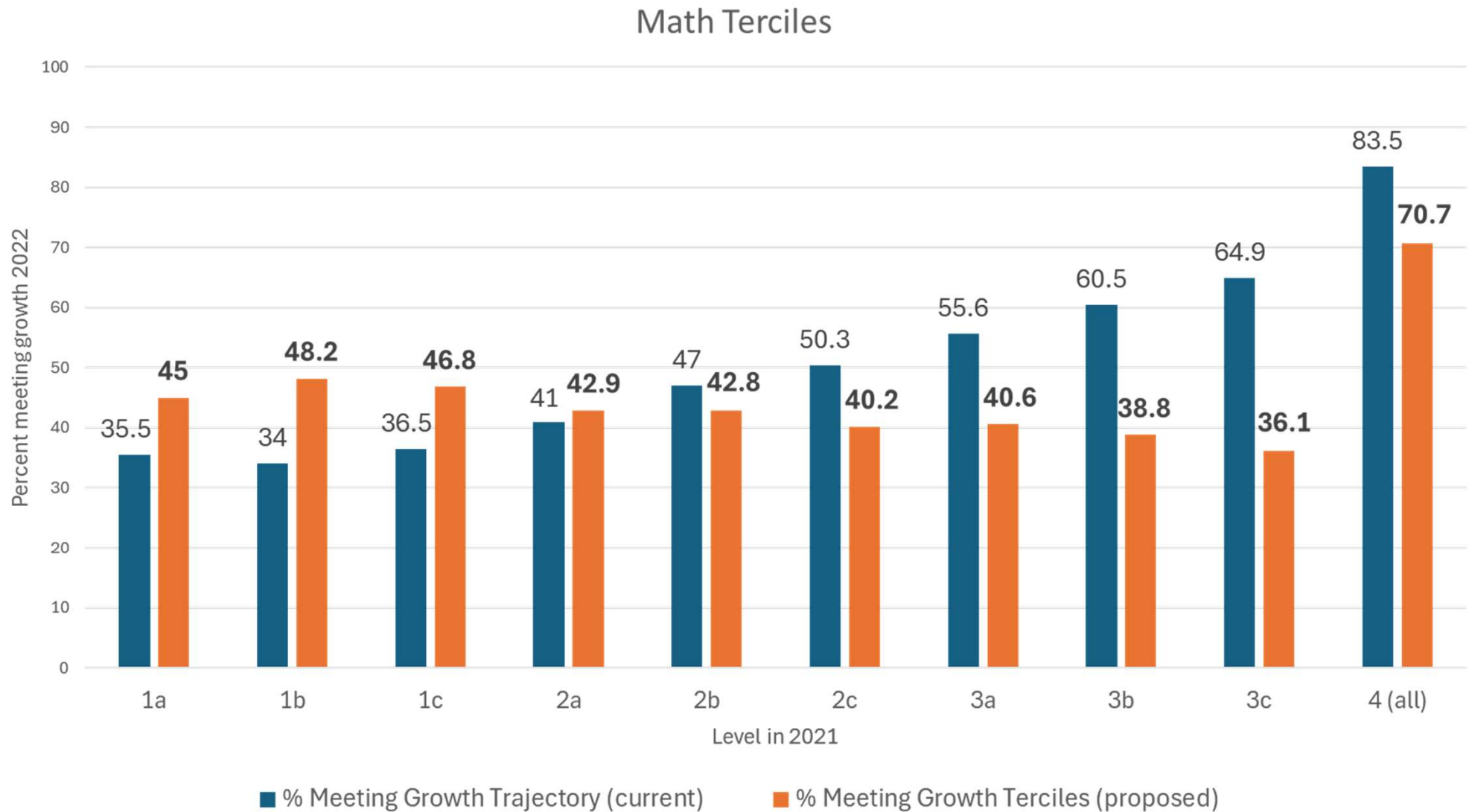|	Level 1			Level 2			Level 3			Level 4		
Prior Year	1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c
Current year	1b	1c	2a	2b	2c	3a	3b	3c	4a	Maintain		

This model uses sub-categories of performance to establish students' individual growth targets.

- Each ISAT performance category is broken into 3 sub-categories (exception is Level 4, Advanced)
- Student targets = enter the next sub-category (or higher)
- Advanced students targets = stay in Advanced category

Data Modeling: ISAT ELA % Making Growth, using tercile cuts

Data Modeling: ISAT Math % Making Growth, using tercile cuts

Math Terciles

Percent meeting growth 2022

Level in 2021

■ % Meeting Growth Trajectory (current)   ■ % Meeting Growth Terciles (proposed)

Level in 2021	% Meeting Growth Trajectory (current)	% Meeting Growth Terciles (proposed)
1a	35.5	45
1b	34	48.2
1c	36.5	46.8
2a	41	42.9
2b	47	42.8
2c	50.3	40.2
3a	55.6	40.6
3b	60.5	38.8
3c	64.9	36.1
4 (all)	83.5	70.7

Revised Trajectory Growth Model Feedback

Questions

- What do you like or not like about the proposed approach to setting individual students' trajectory growth targets?

- Do you feel this model will result in individual goals that will be valuable for educators and students? Why or why not?

- Do you have any concerns about this model?

- Are there other things we should consider?

THANK YOU

Next Steps

- Presentation slides will be posted on the Department's website
- Proposed Consolidated State Plan Amendment will be drafted based on stakeholder feedback
- OSBE and the Idaho Department of Education will notify stakeholders when the amendment is posted on the Department's website and will open a public comment form

Department's Consolidated State Plan Website:
https://www.sde.idaho.gov/topics/consolidated-plan/