



Indicator 3A – Participation

Statewide Assessments - English Language Arts

Percentage of students participating in statewide assessments.

Why is the indicator important?

Students receiving special education and related services are general education students first. Participation in statewide assessments helps to make sure that students with disabilities have equal opportunity to participate and show what they are learning as compared to their peers. Participating in statewide assessments encourages high expectations for students with disabilities. In addition, high rates of participation increase the accountability of school teams and makes assessment data more meaningful and usable for improving Idaho's education system.

Studies show that students and youth with disabilities who are held to higher expectations have greater academic, social, and post-school outcomes than those who are held to lower standards.

Where does the data come from?

The data used to calculate participation in statewide assessments come from two sources. Student enrollment comes from data that local education agencies (LEAs) submit through the Idaho System for Educational Excellence (ISEE). The number of students who took the Idaho Standards Achievement Test (ISAT) in English Language Arts comes from the test vendor. Data from the test vendor are checked against student enrollment data in ISEE to ensure accurate comparisons.

Information on the indicator:

Indicator 3 Participation and Performance of students with disabilities on statewide assessments is broken up by assessment area Math and Reading or English Language Arts (ELA) and by grade so that there is a focus on elementary (Grade **4**), middle (Grade **8**), and high school (Grade **HS**). As this indicator is so large it is best to look at each part or sub-indicator individually. Participation in statewide assessments, Indicator 3A, is one of these sub-indicators. The combination of data from ISEE and the test vendor shows the number of students with disabilities that were eligible to participate in the assessment and the number who participated.

How is the indicator calculated?

Four Categories used for Calculating Participation:

- # Students with an individualized education program (IEP) enrolled during the assessment window**
- # Students with an IEP participating in the regular assessment without accommodations
- # Students with an IEP participating in the regular assessment with accommodations
- # Students with an IEP participating in the alternate assessment

Calculating Participation

$$3A = (\text{Categories (b+c+d)} \div \text{Category a}) * 100$$

* State Performance Plan / Annual Performance Report (SPP/APR) .

** Students exempt due to a significant medical emergency are not included as part of the total number of student with IEPs enrolled during the assessment window.

What are the goals of the indicator?

Idaho’s goal is to increase the percentage of students with disabilities who are participating in statewide assessments. Below are the yearly goals or targets by school year (SY) and the federal fiscal year (FFY). Targets were established by the Idaho State Department of Education (SDE) with the help of educational partners such as parents, community leaders, educators, and self advocates. Since the Elementary and Secondary Education Act (ESEA) has an accountability requirement of 95% participation for all subgroups, including students with disabilities, educational partners and the SDE used this target to make sure there was alignment across educational systems.

Grade	2019-2020 (FFY 2020)	2020-2021 (FFY 2021)	2021-2022 (FFY 2022)	2022-2023 (FFY 2023)	2023-2024 (FFY 2024)	2024-2025 (FFY 2025)
4	95%	95%	95%	95%	95%	95%
8	95%	95%	95%	95%	95%	95%
HS	95%	95%	95%	95%	95%	95%

How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including participation in statewide assessment data, are used when identifying districts and charters schools or local education agencies (LEAs) for additional support and training. LEAs that are well below state targets may receive targeted supports or be prioritized for additional funding and resources to help improve processes and program evaluation.

Every year, Idaho hosts regional Data Drill Down training that brings together LEA teams of educators, service providers, and those recording educational data. At the Data Drill Down LEA staff receive training, discuss data, and create plans to improve systems supporting students with disabilities at their LEA. Assessment data is always an area of discussion.

Idaho’s Progress to State Targets

