

## Indicator 3C – Performance on Alternate Assessments (IDAA) – English Language Arts

Percentage of students who score proficient or advanced on the state alternate assessment.

### Why is the indicator important?

Not all students can access the regular assessment, even with accommodations. Students with the most significant cognitive disabilities take the Idaho Alternate Assessment (IDAA) instead. The IDAA measures what students with the most significant cognitive disabilities know based on extended content standards. The extended content standards align with the general education standards but have less depth, breadth, and complexity. Even though the extended content standards have less depth, breadth, and complexity, they are appropriately challenging for students with the most significant cognitive disabilities. It can be easy to underestimate what students with the most significant cognitive disabilities can learn. Participating in the IDAA encourages high expectations for students with the most significant cognitive disabilities

**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 student performance on the IDAA comes from the test vendor. Data from the test vendor are checked against student enrollment data to ensure accurate comparisons. Student enrollment comes from data that districts and charters or local education agencies (LEAs) submit through the Idaho System for Educational Excellence (ISEE).

### 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. Performance on the alternate assessment, Indicator **3C**, is one of these sub-indicators. The combination of data from ISEE and the test vendor shows the number of students with disabilities that had a valid score and their specific level of performance.

### How is the indicator calculated?

#### Categories used for Calculating Performance:

- a. # Students with an individualized education program (IEP) who had a valid score on the IDAA
- b. # Students with an IEP who scored proficient or advanced on the IDAA

#### Calculating Performance

$$3C = (\text{Category b} \div \text{Category a}) * 100$$

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

## What are the goals of the indicator?

Idaho's goal is to increase the performance 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.

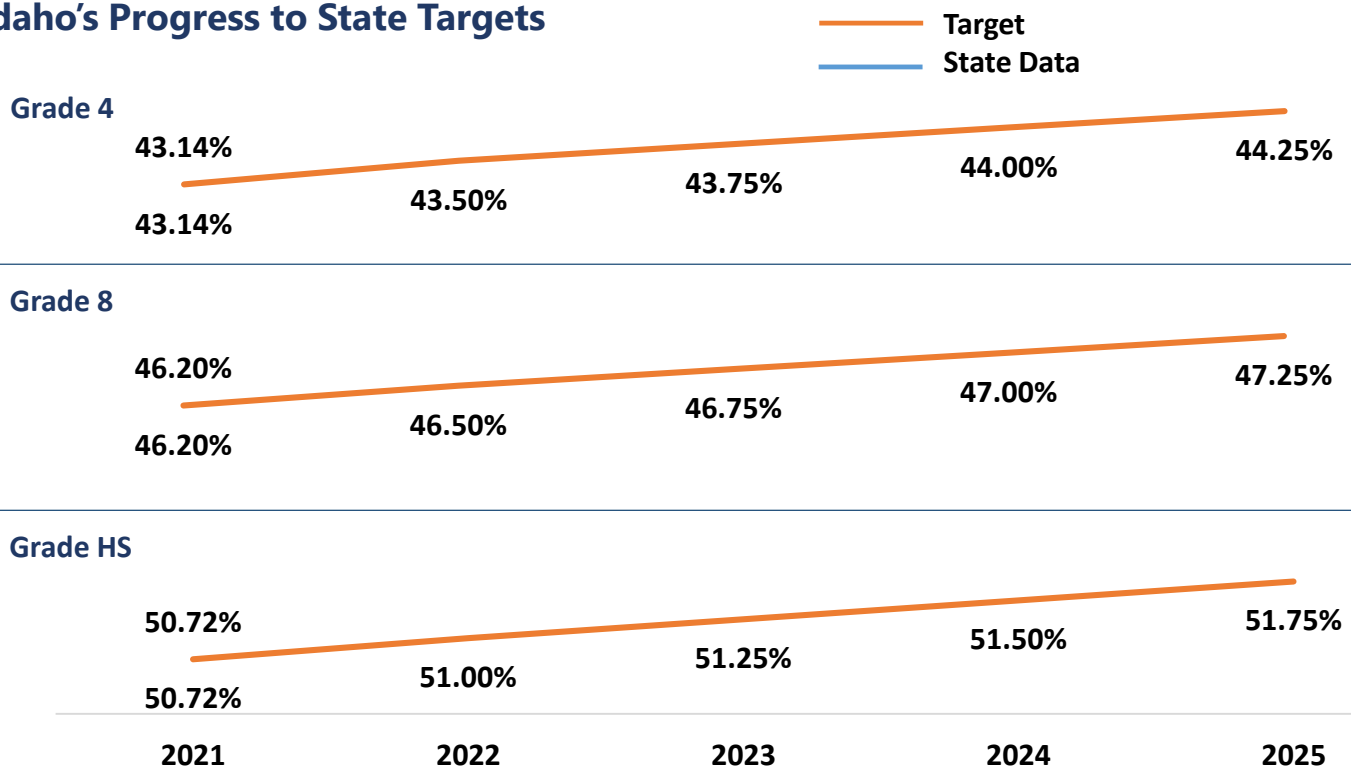
| Grade | 2020-2021<br>(FFY 2021) | 2021-2022<br>(FFY 2022) | 2022-2023<br>(FFY 2023) | 2023-2024<br>(FFY 2024) | 2024-2025<br>(FFY 2025) |
|-------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 4     | 43.14%                  | 43.50%                  | 43.75%                  | 44.00%                  | 44.25%                  |
| 8     | 46.20%                  | 46.50%                  | 46.75%                  | 47.00%                  | 47.25%                  |
| HS    | 50.72%                  | 51.00%                  | 51.25%                  | 51.50%                  | 51.75%                  |

## How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including data on the performance of students with disabilities on the IDAA, 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



Idaho set performance level cut scores for IDAA using 2020-2021 school year data. Historical data are not available.