




CONSOLIDATED STATE PLAN –

DRAFT CHANGES TO THE

LONG-TERM GOALS

Planned Process for Revising Idaho's Long-Term Goals & Interim Targets

1. AOC Drafts Proposed Approach to Set New Goals
2. Technical Advisory Committee (TAC) Feedback
3. Board Feedback
4. Integrate English Learners' Progress to Proficiency Goals
5. Stakeholder Feedback (Focus Groups)
6. Revisions
7. Post Proposed Consolidated State Plan Amendment for Additional Public Comment 
8. Present Consolidated State Plan Amendment to the Board

ESSA Requirements for Long-Term Goals

Per ESSA, the state must have long-term goals and measurements of interim progress for:

- ELA Proficiency, all students and subgroups
- Math Proficiency, all students and subgroups
- Graduation rate (can do 4 year and 5 year)
- English Learners Growth Towards Proficiency (on the ELPA)

The long-term goals MUST:

1. Be “ambitious”
2. Take into account the “improvement necessary... to make significant progress in closing statewide proficiency and graduation rate gaps”
3. Use the same calculation for All Students group and all subgroups

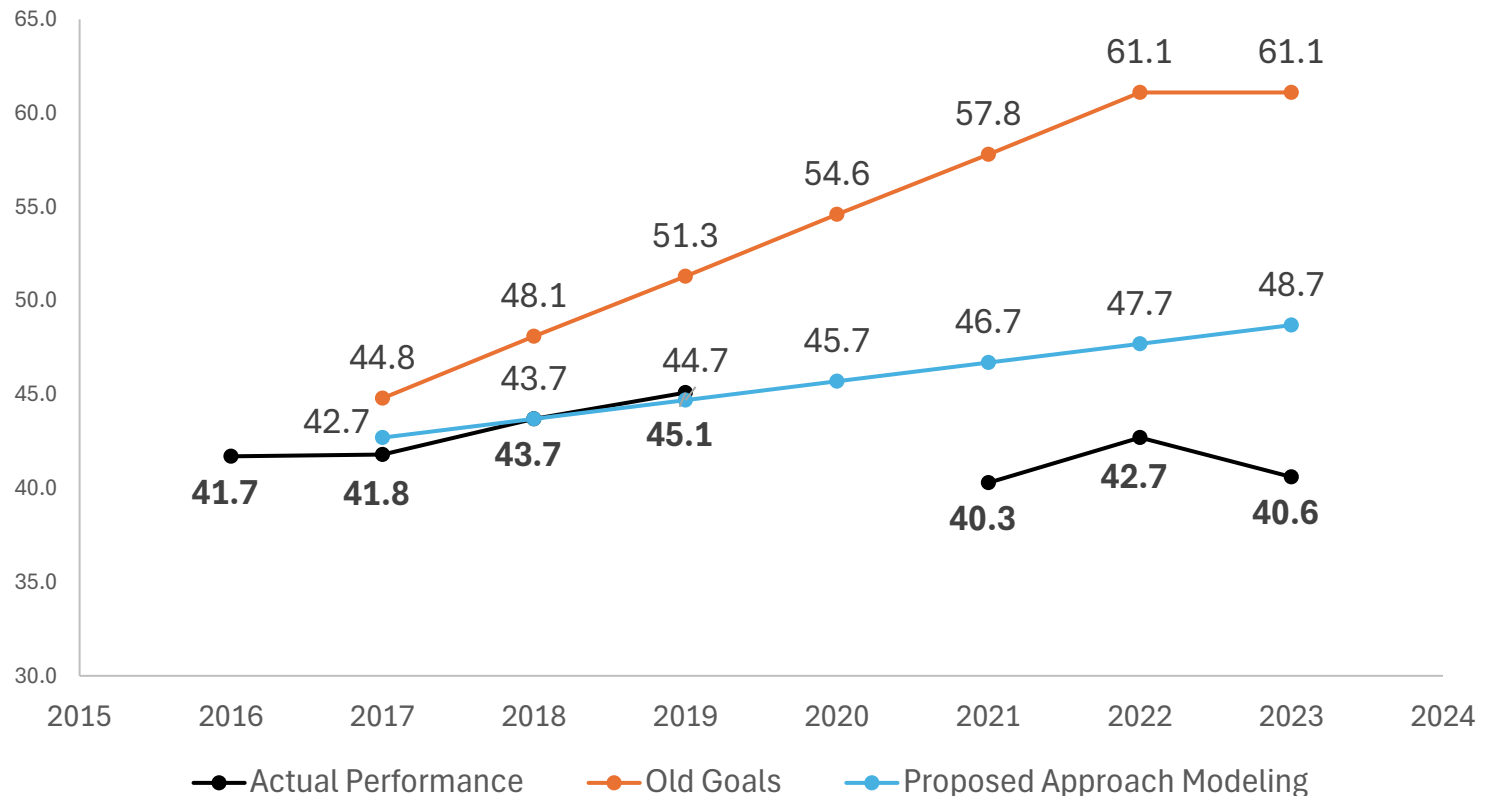
Draft ISAT Math Goals, Base 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	40.6%	41.6	42.6	43.6	44.6	45.6	46.6	47.6
Econ Disadv	26.7%	27.9	29.1	30.3	31.5	32.7	33.9	35.1
English Learners	8.3%	9.8	11.2	12.7	14.1	15.6	17.1	18.5
Students w/ Disab	11.5%	12.9	14.3	15.7	17.2	18.6	20.0	21.4
Amer Indian	18.7%	20.0	21.3	22.6	24.0	25.3	26.6	27.9
Asian	60.0%	61.0	62.0	63.0	64.0	65.0	66.0	67.0
Black	17.6%	18.9	20.3	21.6	22.9	24.2	25.6	26.9
Hispanic	22.1%	23.4	24.6	25.9	27.2	28.4	29.7	31.0
Hawaiian / Pcf Isl dr	30.0%	31.2	32.3	33.5	34.6	35.8	36.9	38.1
Two +	42.6%	43.6	44.6	45.6	46.6	47.6	48.6	49.6
White	45.7%	46.7	47.7	48.7	49.7	50.7	51.7	52.7

ISAT Math: Trends & Comparison of Goals

This figure shows a comparison between actual performance (black), the previous goals in the Consolidated State Plan (orange), and modeling of what the goals would have been if we had used the proposed approach in 2016.

ISAT Math Performance & Goals Comparison



ISAT Math: Who Would Have Hit Their Target?

ISAT Math – Proposed Approach Modeled for All Groups Using 2021 to 2022 Data

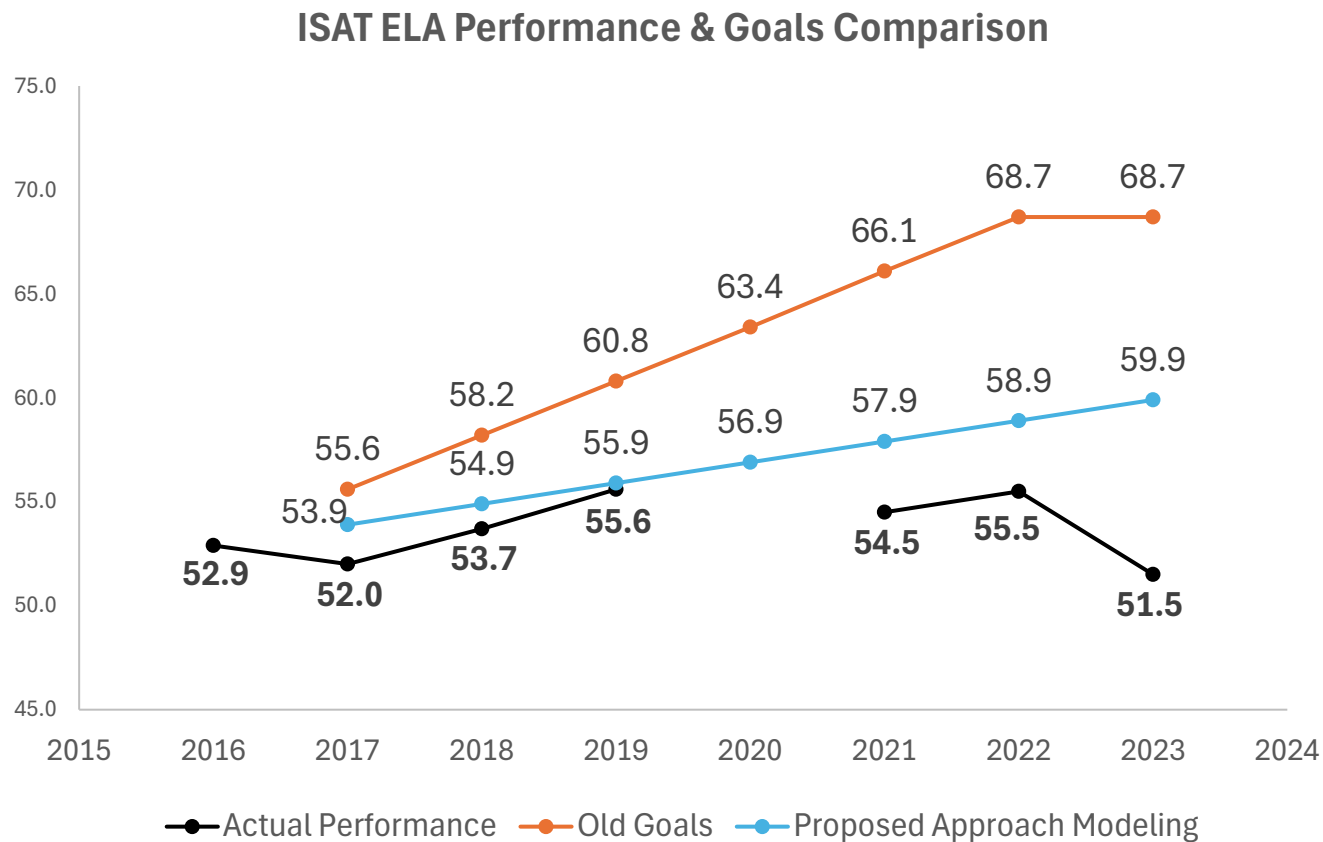
	2021 Baseline	2022 Interim Target	2022 Performance
All Students	40.3%	41.3	41.9
Economically Disadvantaged	27.6%	28.8	27.6
English Learners	14.8%	16.2	9.2
Students w/ Disabilities	10.3%	11.7	12.3
American Indian / Alaskan Native	18.2%	19.5	19.8
Asian or Pacific Islander	57.2%	58.2	57.2
Black / African American	17.0%	18.3	19.0
Hispanic / Latin	21.5%	22.8	23.1
Native Hawaiian / Other Pacific Islander	33.0%	34.1	31.2
Two + Races	40.6%	41.6	43.7
White	45.5%	46.5	47.1

Draft ISAT ELA Goals – Base 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	51.5%	52.5	53.5	54.5	55.5	56.5	57.5	58.5
Econ Disadv	36.2%	37.4	38.6	39.9	41.1	42.3	43.5	44.7
English Learners	8.1%	9.7	11.3	13.0	14.6	16.2	17.8	19.4
Students w/ Disab	13.6%	15.1	16.7	18.2	19.8	21.3	22.8	24.4
Amer Indian	27.6%	28.9	30.3	31.6	33.0	34.3	35.6	37.0
Asian	65.0%	66.0	67.0	68.0	69.0	70.0	71.0	72.0
Black	27.9%	29.2	30.6	31.9	33.2	34.6	35.9	37.3
Hispanic	33.8%	35.1	36.3	37.6	38.8	40.1	41.3	42.6
Hawaiian / Pcf Islr	39.4%	40.6	41.7	42.9	44.1	45.3	46.4	47.6
Two +	55.7%	56.7	57.7	58.7	59.7	60.7	61.7	62.7
White	56.4%	57.4	58.4	59.4	60.4	61.4	62.4	63.4

ISAT ELA: Trends & Comparison of Goals

This figure shows a comparison between actual performance (black), the previous goals in the Consolidated State Plan (orange), and modeling of what the goals would have been if we had used the proposed approach in 2016.



ISAT ELA: Who Would Have Hit Their Target?

ISAT ELA – Proposed Approach Modeled for All Groups Using 2021 to 2022 Data

	2021 Baseline	2022 Interim Target	2022 Performance
All Students	54.5	55.5	54.8
Economically Disadvantaged	40.4	41.6	39.0
English Learners	23.4	24.8	11.9
Students w/ Disabilities	13.6	15.2	15.1
American Indian / Alaskan Native	29.7	31.1	30.6
Asian or Pacific Islander	66.8	67.8	67.7
Black / African American	31.3	32.6	31.7
Hispanic / Latin	36.3	37.6	37.2
Native Hawaiian / Other Pacific Islander	48.3	49.4	44.0
Two + Races	57.1	58.1	59.1
White	59.5	60.5	59.6

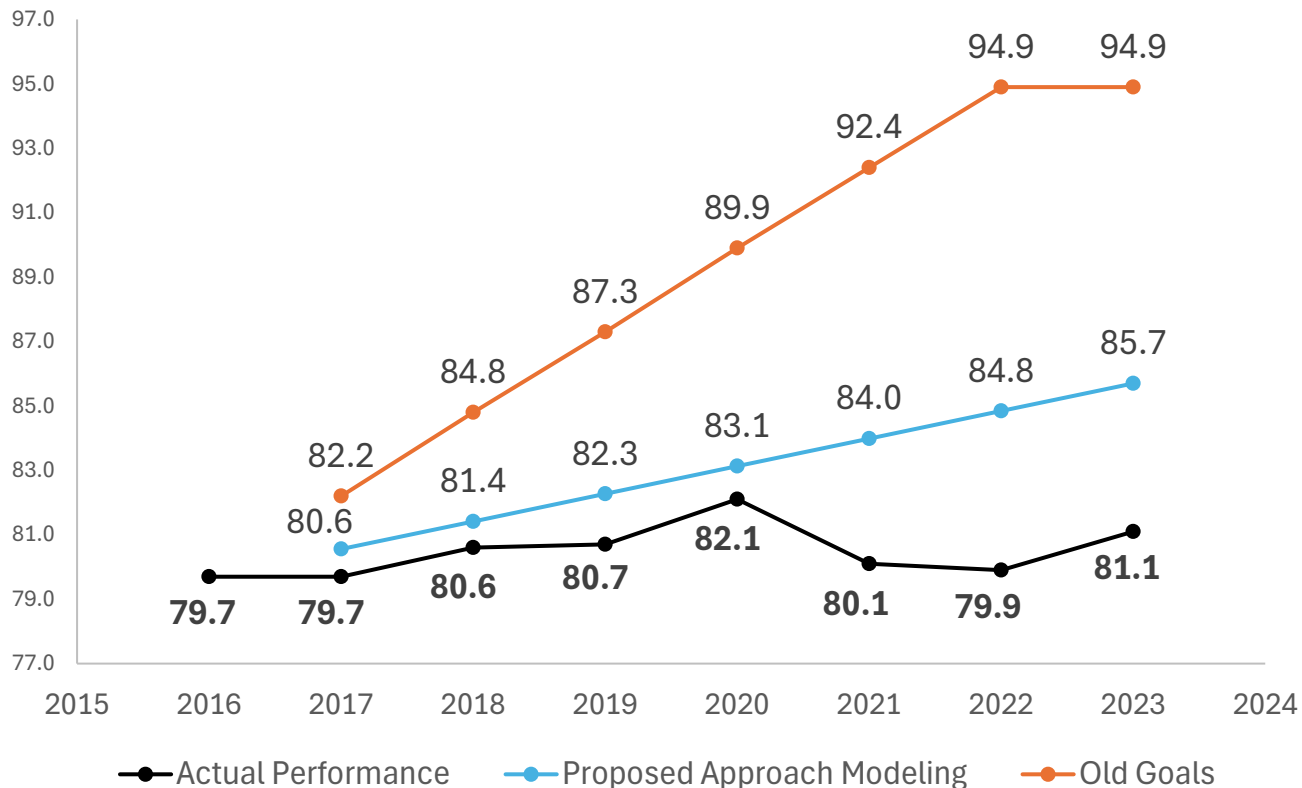
Draft 4 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure

	2023 Baseline (2022 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2029 grad cohort)
All Students	79.9	80.8	81.6	82.5	83.3	84.2	85.0	85.9
Econ Disadv	69.6	70.6	71.6	72.6	73.6	74.6	75.6	76.6
English Learners	65.4	66.5	67.5	68.6	69.7	70.7	71.8	72.9
Students w/ Disab	56.6	57.8	59.0	60.2	61.4	62.6	63.7	64.9
Amer Indian	73.4	74.4	75.3	76.3	77.2	78.2	79.1	80.1
Asian	85.4	86.3	87.1	88.0	88.8	89.7	90.5	91.4
Black	69.1	70.1	71.1	72.1	73.1	74.2	75.2	76.2
Hispanic	73.0	74.0	74.9	75.9	76.8	77.8	78.7	79.7
Hawaiian / Pcf Islldr	71.6	72.5	73.4	74.2	75.1	76.0	76.9	77.8
Two +	76.5	77.4	78.3	79.2	80.1	81.0	81.9	82.8
White	81.9	82.8	83.6	84.5	85.3	86.2	87.0	87.9

4 Year Grad: Trends & Modeling of Goals

This figure shows a comparison between actual performance (black), the previous goals in the Consolidated State Plan (orange), and modeling of what the goals would have been if we had used the proposed approach in 2016.

4 Year Cohort Grad Rate Performance & Goals Comparison



4 Year Grad Rate: Who Would Have Hit Their Target?

4 Year Graduation Rate – Proposed Goals

	2023 Baseline (2022 Cohort)	2024 Interim Target (2023 Cohort)	2024 Performance (2023 4 yr Grad Rate)
All Students	79.9%	80.8	81.1
Economically Disadvantaged	69.6%	70.6	70.8
English Learners	65.4%	66.5	66.6
Students w/ Disabilities	56.6%	57.8	55.5
American Indian / Alaskan Native	73.4%	74.4	69.6
Asian or Pacific Islander	85.4%	86.3	89.3
Black / African American	69.1%	70.1	72.0
Hispanic / Latin	73.0%	74.0	73.5
Native Hawaiian / Other Pacific Islander	71.6%	72.5	69.2
Two + Races	76.5%	77.4	76.7
White	81.9%	82.8	83.5

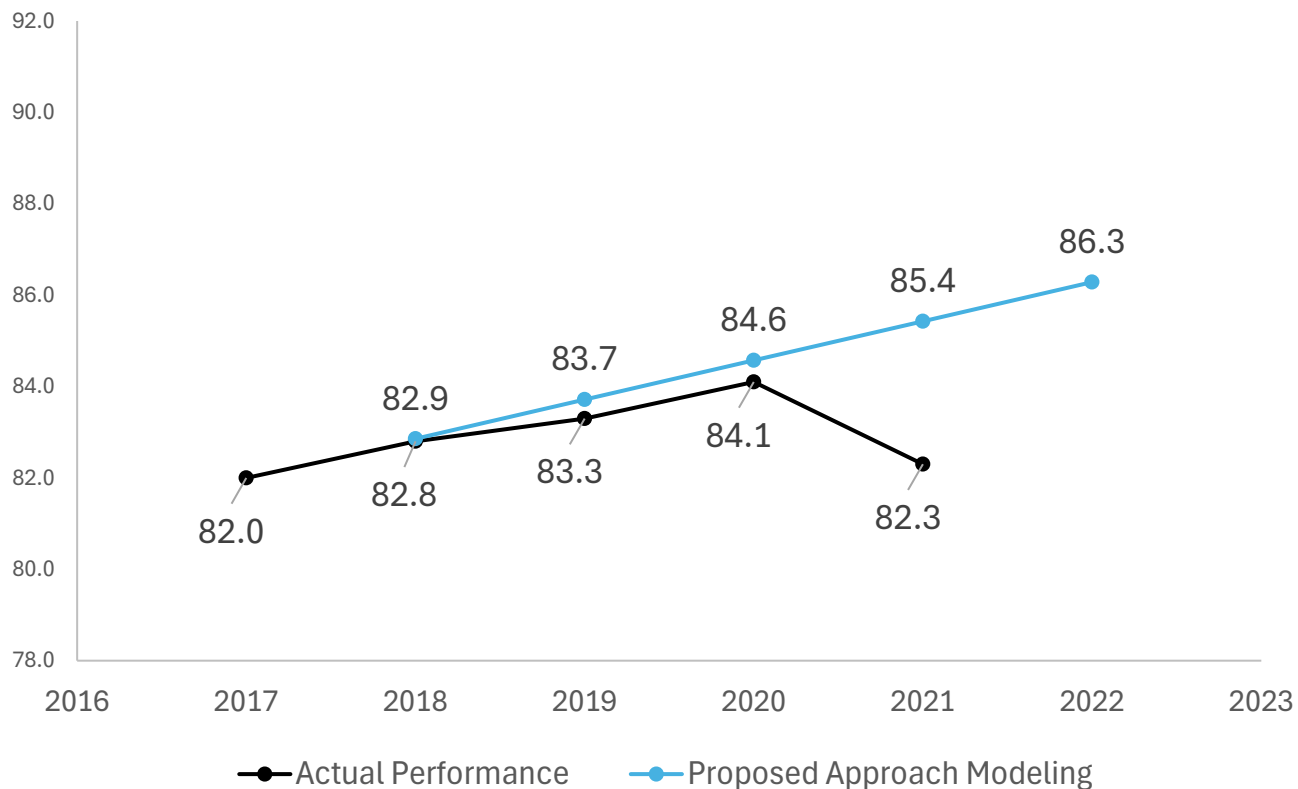
Draft 5 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure

	2023 Baseline (2021 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2028 grad cohort)
All Students	82.3	83.2	84.0	84.9	85.7	86.6	87.4	88.3
Econ Disadv	73.4	74.4	75.4	76.4	77.3	78.3	79.3	80.3
English Learners	66.2	67.3	68.4	69.5	70.5	71.6	72.7	73.8
Students w/ Disab	59.8	61.0	62.2	63.3	64.5	65.7	66.9	68.1
Amer Indian	72.7	73.7	74.7	75.7	76.7	77.7	78.7	79.7
Asian	87.5	88.4	89.2	90.1	90.9	91.8	92.6	93.5
Black	73.9	74.9	75.9	76.8	77.8	78.8	79.8	80.7
Hispanic	75.6	76.6	77.5	78.5	79.4	80.4	81.3	82.3
Hawaiian / Pcf Islldr	79.7	80.6	81.5	82.4	83.3	84.2	85.1	86.0
Two +	78.0	78.9	79.8	80.8	81.7	82.6	83.5	84.4
White	84.2	85.1	85.9	86.8	87.6	88.5	89.3	90.2

5 Year Grad: Trends & Comparison of Goals

This figure shows a comparison between actual performance (black) and modeling of what the goals would have been if we had used the proposed approach in 2018 (using the 2017 cohort 5 year rate as the baseline).

Figure 4: 5 year Cohort Grad Rates vs. Modeled Goals



5 Year Grad Rate: Who Hit Their Target?

5 Year Graduation Rate – Proposed Goals

	2023 Baseline (2021 Cohort)	2024 Interim Target (2022 Cohort)	2024 Performance (2022 5 yr Grad Rate)
All Students	82.3%	83.2	82.5
Economically Disadvantaged	73.4%	74.4	73.0
English Learners	66.2%	67.3	69.3
Students w/ Disabilities	59.8%	61.0	60.0
American Indian / Alaskan Native	72.7%	73.7	76.0
Asian or Pacific Islander	87.5%	88.4	87.5
Black / African American	73.9%	74.9	72.8
Hispanic / Latin	75.6%	76.6	76.5
Native Hawaiian / Other Pacific Islander	79.7%	80.6	75.6
Two + Races	78.0%	78.9	79.0
White	84.2%	85.1	84.4

English Learners' Progress Goals

English Learners' Growth Towards Proficiency Calculation

- Measured by English Learners' performance on the English Language Proficiency Assessment (ELPA), which is currently the WIDA ACCESS test.
- This metric focuses on growth and takes students' initial EL level (as identified through the ELPA) into consideration, as follows:

English Learners' Expected Growth

Initial ACCESS Composite	Growth Year 1	Growth Year 2	Growth Year 3	Growth Year 4	Growth Year 5
6.0 Reaching	**	**	**	**	**
5.0 - 5.9 Bridging	**	**	**	**	**
4.0 - 4.9 Expanding	4.0+	4.2+	**	**	**
3.0 - 3.9 Developing	3.0+	3.6+	4.2+	**	**
2.0 - 2.9 Emerging	2.5+	3.0+	3.6+	4.2+	**
1.0 - 1.9 Entering	1.5+	2.0+	3.0+	3.6+	4.2+

** ELs must meet exit criteria to be considered making expected progress

English Learners' Progress Goals

Approach to Goal Setting

- The state's previous long-term goal for 2022-23 was 82.7%, and the state initially considered re-establishing that as the goal for 2030..
- Stakeholder feedback revealed concerns about making the goal too ambitious and noted that a ceiling effect could come into play once we near and exceed 70%. As a result, the proposed goals were adjusted.

Draft English Learners' Growth Towards Proficiency Goals (3.3 pt thru 2027, then 2.3 pt)

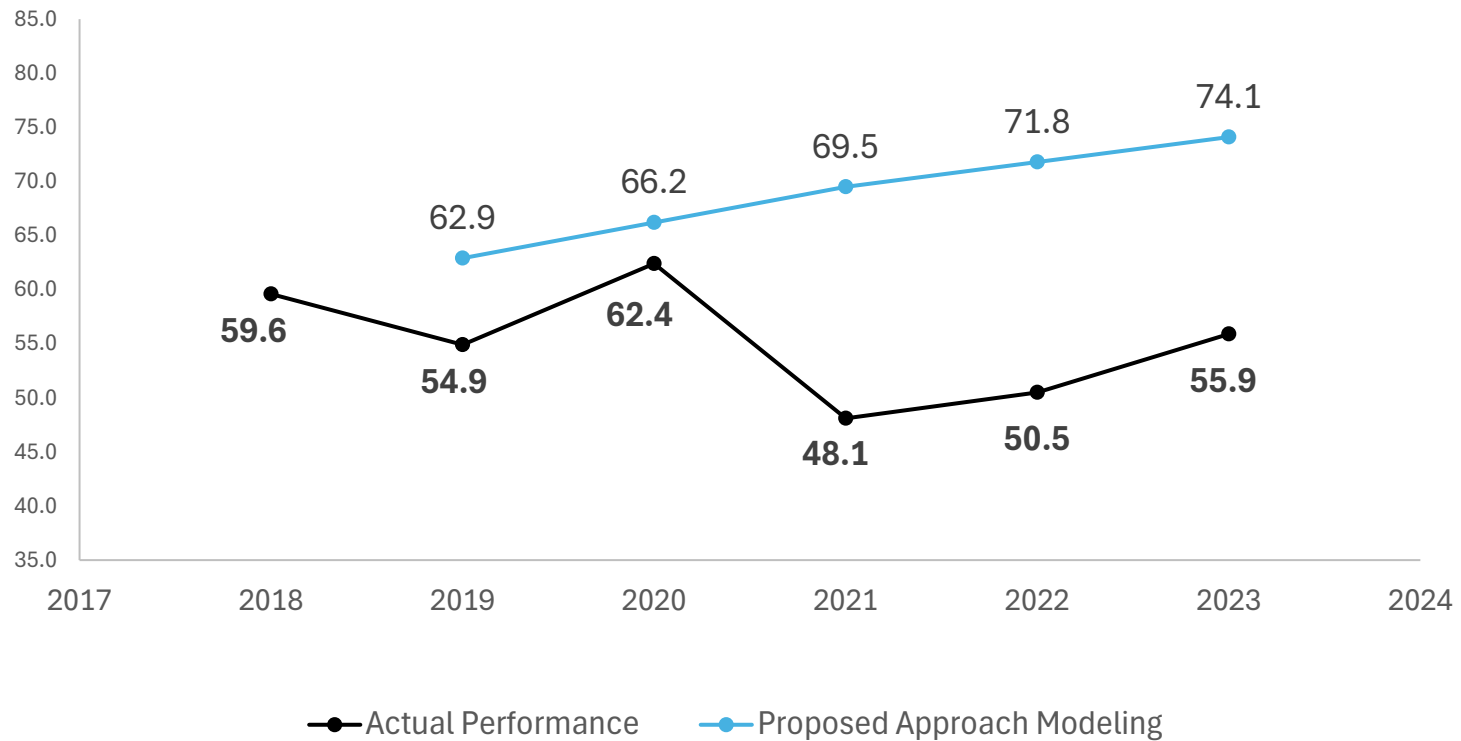
	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
English Learners Making Growth	55.9%	59.2	62.5	65.8	69.1	71.4	73.7	76.0

NOTE: A revised version of the WIDA ACCESS is underway; we would reassess this goal and targets when we have at least 2 years of data from the new test.

EL Progress Goals: Trends & Comparison

This figure shows a comparison between actual performance (black) and modeling of what the goals would have been if we had used the proposed approach in 2018.

Percentage of English Learners Making Progress vs. Modeled Goals



ELPA: Modeling 2022 to 2023

English Learners' Progress Goals – Modeling Approach on 2022 to 2023 Data

	2022 Baseline	2023 Interim Target	2023 Performance
English Learners Making Progress	50.5%	53.8	55.9