

School Accountability

What is school accountability?

Idaho's new accountability system was shaped by stakeholders whose vision was to provide a complete picture of how well schools are serving students.

The system was designed to serve three purposes:

- to publically report to Idahoans information on multiple key performance indicators;
- to identify underperforming schools for additional state or district support; and
- to identify schools for recognition.

Public reporting

Idaho's School Report Card will be a user-friendly, interactive tool where stakeholders can explore various components of school performance. The Report Card will include data on student enrollment and characteristics, academic achievement, growth, graduation rates, and a variety of other measures that will expand over time.

Identifying underperforming schools for support

The system uses key performance indicators to identify underperforming schools to receive extra assistance from the state or school district to support improved student learning. Schools may be identified for Comprehensive Support and Improvement Underperforming (CSI Up), Comprehensive Support and Improvement Graduation (CSI Grad), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

The CSI Up identification process starts by sorting schools into one of three categories: kindergarten through grade eight (K-8), high schools, and alternative high schools. Then school performance is evaluated using four academic indicators and a school quality or student success indicator. Table 1 outlines the academic indicators and Table 2 details the school quality and success indicators in the state accountability framework. Indicators with an * are used in the identification of underperforming schools.

Table 1: Academic Indicators

Schools serving K-8	High schools	Alternative schools
ISAT proficiency*	ISAT proficiency*	ISAT proficiency*
ISAT growth*		
ISAT proficiency gap closure	ISAT proficiency gap closure	
Growth toward English Language proficiency*	Growth toward English Language proficiency*	Growth toward English Language proficiency*
English learner proficiency	English learner proficiency	English learner proficiency
Statewide Reading Assessment (K-3) proficiency		
	Graduation rate (4-year cohort)*	Graduation rate (4-year cohort)*
	Graduation rate (5-year cohort)	Graduation rate (5-year cohort)

Table 2: School Quality/Student Success Indicators

Schools serving K-8	High schools	Alternative schools
Student survey*	Student survey	Student survey
Teacher survey	Teacher survey	Teacher survey
Parent survey	Parent survey	Parent survey
Communication with parents on student achievement	Communication with parents on student achievement**	Communication with parents on student achievement**
Students in grade 8 enrolled in pre-Algebra or higher	Students in grade 9 enrolled in Algebra I or higher	Credit Recovery and Accumulation
	College and career readiness which includes participation in advanced opportunities, earning industry recognized certifications, and participation in a recognized high school apprenticeship program. *	College and career readiness which includes participation in advanced opportunities, earning industry recognized certifications, and participation in a recognized high school apprenticeship program.*

Schools in each of the three categories will be sorted by their performance on each indicator shown in the tables. A school's percentile rank from its indicators are combined to create a composite value. In the composite value, academic indicators are given greater weight – 90 percent – and the school quality and student success indicator is weighted at 10 percent.

CSI Up schools are identified when the composite value is among the lowest 5 percent of schools in each school category.

CSI Grad schools are identified based on a three-year graduation rate below 67 percent.

TSI schools are identified when achievement gaps between student groups such as students with disabilities, economically disadvantaged, English learners and students in minority race/ethnicity, and their non-group peers is greater than 35 percentage points for three consecutive years. This gap identification will be calculated for every indicator in the accountability framework.

ATSI schools are identified using the same indicators in Table 1, but applied to the performance of economically disadvantaged students, English learners, minority students, and students with disabilities in the school that would on their own identify a school for comprehensive support and improvement.

Identify schools for recognition

The state will identify schools for recognition in two categories: top performers and goal makers.

Top performers are schools that rank in the 90th percentile or above on any indicator in the accountability framework.

Goal makers are schools whose overall performance meets or exceeds the interim measures of progress toward the state's long-term goals for English language arts/literacy, math, growth toward English language proficiency and graduation rate.

