

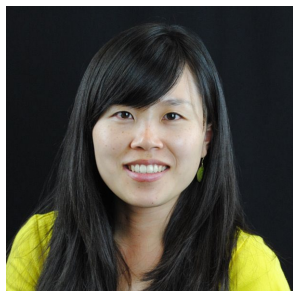


Idaho Department
of Education

School Improvement Identification

2024 ESEA/IDEA Directors Conference





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- How familiar are you with school improvement identification?
- Current CSI/TSI/ATSI schools?

- Understand the Overview of School Improvement Identification
- Understand New Goals and Growth Calculations
- Receive Reminders for Grad Rate and Chronic Absenteeism

- Overview
- Important Updates
 - ISAT Growth
 - State Long-Term Goals and Interim Targets
- Reminders
 - Grad Rate
 - Chronic Absenteeism

Overview

School Improvement Identification

- [Consolidated State Plan](#)
- [School Identification and Reporting Business Rules](#)

2024-25 Updates



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Long-Term Goals and Interim Progress

Approval Pending from USED

What are they?

- Goals and Interim Targets are for:
 - ELA and Math ISAT/IDAA Proficiency Rate
 - 4-Year and 5-Year Cohort Graduation Rate
 - Progress toward English Proficiency

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 Islr	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

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

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 Islr	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

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 Isldr	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

English Learners' Progress Goals

Approach to Goal Setting

- The proposed goals are set with an ambitious 20 percentage point improvement in ELs hitting their targets, with expected annual improvements higher for 2024-2027 (3.3 ppt) than 2028-2030 (2.3 ppt).

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.

What to do with it?

- Set local performance target
- Publicly report the progress for each entity



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Student Growth to Proficiency

Approval Pending from USED

Changes to the ISAT/IDAA Growth Model

For SY 2024-2025 and beyond, ISAT and IDAA growth will be calculated according to the new model, which was informed by:

- Idaho's Technical Advisory Committee
- The Idaho State Board of Education, and
- Educator/Stakeholder feedback (focus groups).

Why was a change made?

Students who scored lower on the test (**Basic** or **Below Basic**) often had a growth target that was too ambitious to be achievable.

Students who scored **Advanced** could have had a growth target that is a negative slope, since the expectation was that they just needed to stay above the proficiency cut score to hit their target.

Students who scored **Proficient** could have had a growth target that required little to no growth (depending on the individual student's scale score).

For the new growth calculation, the ISAT performance levels are divided into thirds.

Level 1			Level 2			Level 3			Level 4
1a	1b	1c	2a	2b	2c	3a	3b	3c	Level 4 not divided

The new growth model sets different goals for students who fall into the three categories.

Students who have **not** scored Proficient (ISAT Level 1 or 2)

Goal:
Move **up** one tertile.

Students who **have** scored Proficient (ISAT Level 3)

Goal:
Maintain the current tertile.

Students who have scored **advanced** (ISAT Level 4)

Goal:
Maintain a score anywhere in the Level 4 range

Non-proficient : (Level 1- Below Basic, and Level 2-Basic)

-Each category is divided into thirds which become subcategories.

-Students' growth targets are to move them toward proficiency.

-Spring-to-spring growth targets are for students to move by 1 or more achievement subcategories.

Prior Year's Achievement Sub-Level	Current Year's Growth Goal
1a	1b
1b	1c
1c	2a
2a	2b
2b	2c
2c	3a

Proficient (Level 3- Proficient)

- Each category is divided into thirds which become subcategories.
- Students' growth targets are to ensure the maintenance of proficiency by growing approximately one academic year.
- Spring-to-spring growth targets are for students to remain in the same subcategory (or exceed it).

Prior Year's Achievement Sub-Level	Current Year's Growth Goal
3a	3a
3b	3b
3c	3c

Advanced (Level 4- Advanced)

- The performance level category (Level 4) is *not* divided into sub-categories.
- Students' growth targets are designed to ensure that they continue to expand their learning by approximately one academic year.
- Spring-to-spring growth targets are set with the expectation that students maintain performance by staying at or above the Level 4 (Advanced) cut score for the appropriate grade.

Prior Year's Achievement Level	Current Year's Growth Goal
4	Maintain anywhere in the Level 4 category.

Reminders



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Cohort Graduation Rate



Cohort Grad Rate Windows

Review Window	Appeals Window	Reappeals Window
January-October (until appeals window)	October-November (open for 2 weeks)	December (open for 1 week)
<ul style="list-style-type: none">• Verify cohort members• Resubmit previous ISEE files• Submit transfer documentation	<ul style="list-style-type: none">• Submit an appeal with supporting documentation	<ul style="list-style-type: none">• Resubmit returned or denied appeals with more information
<u>Preview Application</u>	<u>Four-Year Cohort Appeals Application</u> or <u>Five-Year Cohort Appeals Application</u>	<u>Four-Year Cohort Appeals Application</u> or <u>Five-Year Cohort Appeals Application</u>



2024 Window Dates

Appeals Window: October 28-November 8

Reappeals Window: December 2-9

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



Cohort Graduation Rate Equation

$$\text{Cohort Graduation Rate} = \frac{\text{Graduates}}{\text{Total Cohort Members}} \left(\text{graduates} + \text{non-graduates} \right)$$

Including students who transferred into cohort

Not including students who moved out of cohort



How to Move Students Out of Cohort

Automatic Removals	Manual Removals (Appeals)
1B – Within District to Different Public School	2B – Within Idaho to Private School or Federal/State Setting
2A – Within Idaho to Different Public School	2C – Transfer Out of Idaho to US Public or Non-Public Setting
5F – Transferred Out of Foreign Exchange Program	2D – Transfer Out of Country
6A – Deceased	2E – Within Idaho to Home School



Want to Learn More?

- Attend the Cohort Graduation Rate & Appeals Webinar
 - Thursday, October 10
 - 10:00 AM-12:00 PM (MST)
 - Register using the QR code

- Contact me for a recording of the previous webinar or to get questions answered directly
 - sstokes@sde.idaho.gov
 - (208) 332-6948





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Chronic Absenteeism



Chronic Absenteeism Basics

- Only applies to students who are enrolled for **10 or more days** at any time during the school year
- "Chronically absent" = absent for at least **10% of days** in which they were enrolled
- Absent = not physically on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location for **at least half the school day**

This information can be found in the [U.S. Department of Education EDPass Chronic Absenteeism File Specifications](#)



Chronic Absenteeism Data Quality

- This is a growing area of interest nationwide, and the same is true in Idaho schools
- As a preliminary step, investigate how your Student Information System tracks and calculates absences and chronic absenteeism
- The Idaho Department of Education is working with LEAs to develop guidance and learning opportunities related to chronic absenteeism



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Give Us Feedback

<https://forms.office.com/r/MzK1Zte8Tx>





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Contact Us

<https://www.sde.idaho.gov/assessment/staff.html>

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