




CONSOLIDATED STATE PLAN –

DRAFT CHANGES TO THE

TRAJECTORY GROWTH INDICATOR

Planned Process for Revising Idaho's Trajectory Growth Indicator

1. AOC Drafts Proposed Method for Calculating New Trajectory Growth Targets
2. Technical Advisory Committee (TAC) Feedback
3. Board Feedback
4. Stakeholder Feedback (Focus Groups)
5. Revisions
6. Proposed Consolidated State Plan Amendment Posted for Additional Public Comment 
7. Submit Consolidated State Plan Amendment with new Trajectory Growth Targets Calculation to the Board

Current Trajectory Growth Model

Creates Individual Student Goals

Current Calculation

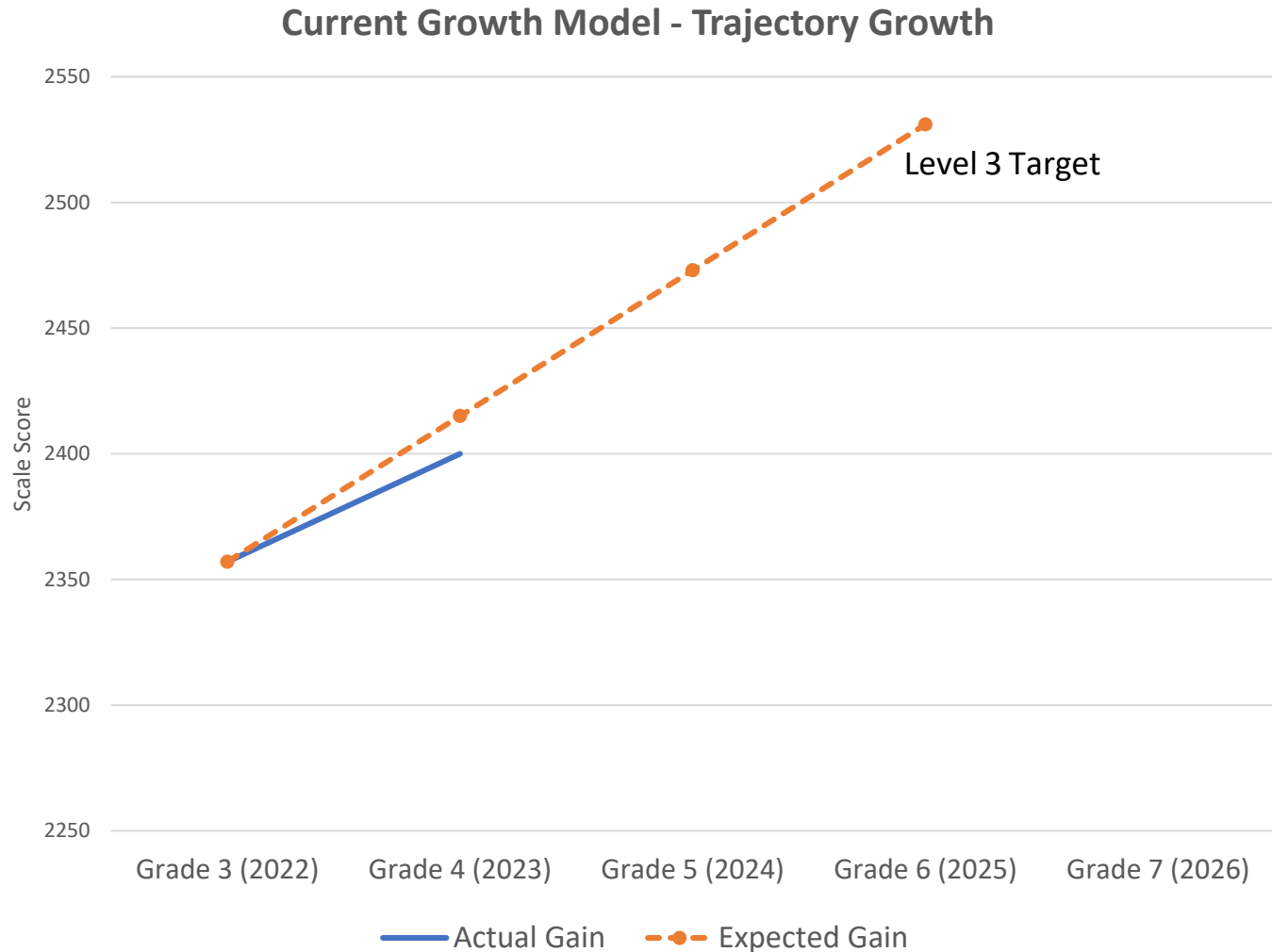
Individual Student Trajectory Growth Target =

Proficient Scale Score 3 years after Baseline – Student's Baseline
(previous year) Scale Score / 3

Used in School Identification Calculation

- State calculates the per school % of students who hit their target
- The per school % is 1 part of the School Identification Calculation
- The growth targets are calculated annually

How Individual Targets Are Currently Set



Reasons for Recommended Changes

The Accountability Oversight Committee, Office of the State Board of Education, and Idaho Department of Education identified the following issues with the current model:

- Students who score lower on the test (i.e. Below Basic) often have a growth target that is too ambitious to be achievable
- Students who score Proficient can have a growth target that requires little to no growth (depending on the individual student's scale score)
- Students who score Advanced can have a growth target that is a negative slope, since the expectation is that they just need to stay above the proficiency cut score to hit their target

After considering many potential models, the AOC recommends using the following model to address these issues.

The new model uses a slightly different approach to set goals for students in 3 separate categories: those who have *not* scored Proficient, those who have scored Proficient, and those who have scored Advanced.

Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

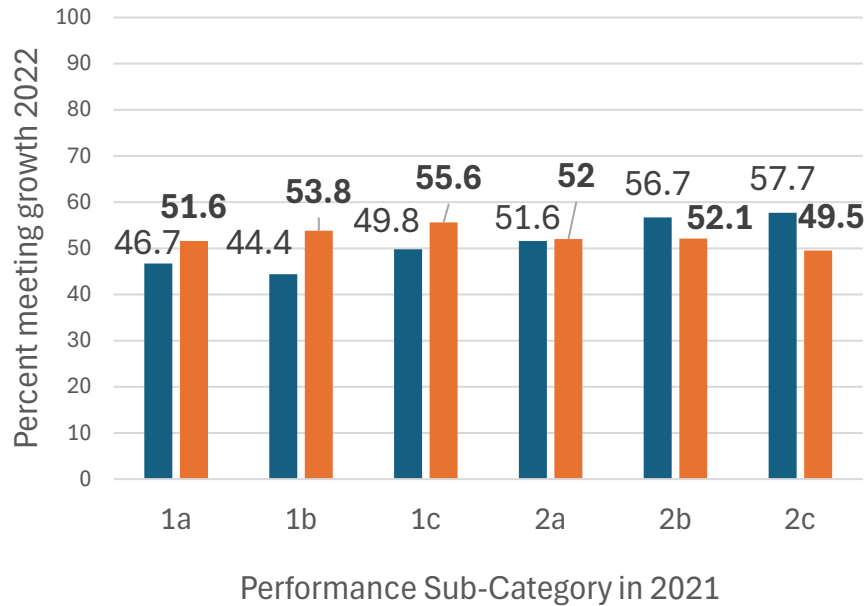
Expectations for Students Who Have Not Scored Proficient

- The non-proficient ISAT performance categories (Level 1 and Level 2) are divided into 3 sub-categories.
- Students growth targets are designed to move them towards proficiency.
- Students' annual growth targets are set with the expectation to improve performance spring-to-spring by 1 achievement sub-category or more.

	Level 1 – Below Basic			Level 2 – Basic		
Prior Year	1a	1b	1c	2a	2b	2c
Current year	1b	1c	2a	2b	2c	3a

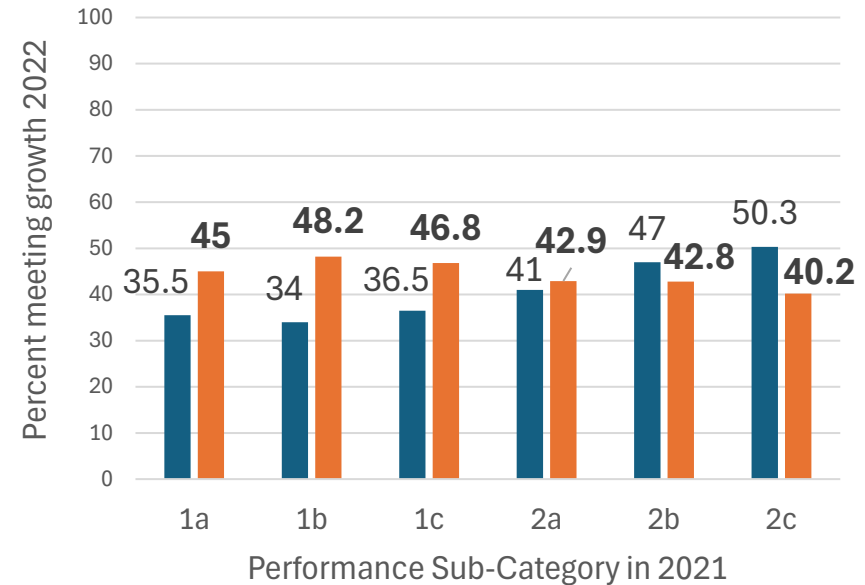
Data Modeling: % of Non-Proficient Students Making Growth

ISAT ELA: Comparison of Current & Proposed Models



■ % Meeting Growth Trajectory (current)
 ■ % Meeting Growth Terciles (proposed)

ISAT Math: Comparison of Current & Proposed Models



■ % Meeting Growth Trajectory (current)
 ■ % Meeting Growth Terciles (proposed)

Note: The proposed model results in more reasonable targets for students in the 1a to 2a sub-categories. On the other hand, the proposed model has slightly harder targets for students who score 2b or 2c (because the current model gives students 3 years to meet proficiency, regardless of how close / far they are from the proficiency cut score).

Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Scored Proficient

- The ISAT Proficient performance category (Level 3) is also divided into 3 sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by at least 1 academic year and maintain proficiency.
- Students' annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same sub-category (or exceeding that).

	Level 3 – Proficient		
Prior Year	3a	3b	3c
Current year	3a	3b	3c

Please Note: Because this part of the proposed model (targets for Proficient students) was adjusted based on stakeholder feedback, we do not have data modeling available.

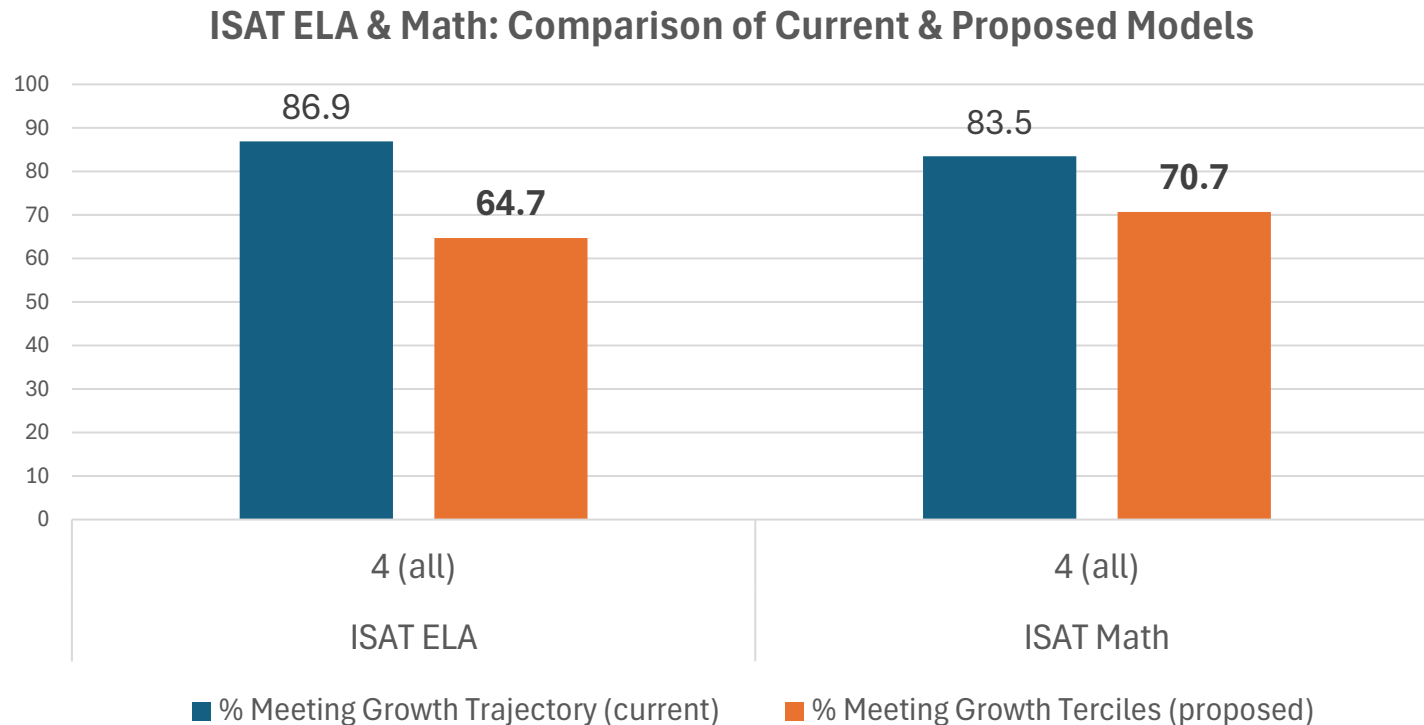
Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Scored Advanced

- The ISAT Proficient performance category (Level 4) is *not* divided into sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by approximately 1 academic year.
- Students’ annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same performance category by staying at or above the Level 4 (Advanced) cut score.

	Level 4 – Advanced
Prior Year	4
Current year	Maintain anywhere in the Level 4 category

Data Modeling: % of Advanced Students Making Growth



Note: The proposed model results in more challenging targets than in the current trajectory model. This is because the existing model requires students to stay above the Proficient (Level 3) cut score, and the proposed model expects students to stay above the Advanced (Level 4) cut score. This is in an effort to ensure students continue to grow and do not experience a downward slide in performance.