BUSINESS RULES DOCUMENT

2019 Accountability and Reporting

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

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Any important changes made to this document since last year have been underlined in red.

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OVERVIEW

The Elementary and Secondary Education Act of 1965 (ESEA) is the national education law and longstanding commitment to equal opportunity for all students. The ESEA was amended and reauthorized by the [Every Student Succeeds Act](#) (ESSA) on December 10, 2015. In return for receiving the funds from the federal government, Idaho must fulfill certain ESEA requirements pertaining to accountability and reporting. The SDE prepared this document to clearly describe those requirements.

This document consists of four main sections:

1. [Federal and State Required Indicators](#) (p.7)

   - The ESEA requires the SDE to post a specific set of performance and progress indicators on its [Report Card](#) in an understandable and uniform format. The SDE posts additional indicators that members of the Idaho State Board of Education (SBOE), Idaho legislators, and other key stakeholders have identified as a priority for ensuring all students are college and career ready. This section describes each of those indicators in detail.

2. [Reporting Requirements](#) (p.62)

   - This section describes redaction requirements and subgroup assignments.

3. [Goals and Targets](#) (p.67)

   - This section describes a goal and targets for each indicator, as well as any corrective actions associated with those indicators.

4. [School Identification Methodology](#) (p.75)

   - The SDE identifies low-performing and progressing schools that may need additional funding and support directly from the SDE. The SDE also identifies high-performing schools. This section describes identification methodologies in detail.

FEDERAL AND STATE REQUIRED INDICATORS

Following the guidance from the SBOE and the United States Department of Education (ED) under the ESEA, the SDE is committed to share various performance and progress indicators on its Report Card to inform parents, administrators, educators, and other stakeholders about the SDE, local educational agencies (LEAs), and schools in Idaho. The SDE believes data empower all of us to engage in important educational decisions about our children. This section describes how each indicator is calculated.

Table 1 (p.8) lists the federal and state required indicators that are disseminated to the public on the SDE's Report Card.

Federal Requirement

The ESEA requires states and LEAs that receive Title I, Part A funds to prepare and disseminate a wide variety of student and school information on an annual report card (ESEA section 1111(h)). This requirement supersedes the report card requirements published under the ESEA, as amended by No Child Left Behind (NCLB) of 2001 and the ESEA Flexibility Waiver. For more information on the federal requirements, refer to the Report Card Non-Regulatory Guidance.

State Requirement

The Accountability Oversight Committee (AOC), a committee of the SBOE formed in 2016, Idaho legislators, and other stakeholders agreed upon key performance and progress indicators as the next step forward in education accountability in the state. These indicators reflect Idaho's value and form Idaho's Accountability Framework, which provides a schools' overall performance.

Unlike the Adequate Yearly Progress (AYP) model under NCLB or the Star Rating system under the ESEA Flexibility Waiver, the current Accountability Framework does not provide a summative rating (i.e. Met AYP, 5-Star, etc.). Instead, it focuses on meaningful and accessible dissemination of key performance and progress data to the public. For more information on the state requirements, refer to the Idaho Consolidated State Plan or the Idaho Administrative Procedure Act (IDAPA) 08.02.03.112.

Table 1 List of Federal and State Required Indicators

Measure	Federal Requirement	State Requirement	Note
Building Indicator (p.12)			
Building Directory	Yes	Yes	
Grades Served	No	No	
School Category	Yes	Yes	
School Type	No	No	
Administrator	No	No	
District	Yes	Yes	
School Location	No	No	
Title I Status	Yes	No	
School Recognition Status	No	Yes	
School Identification Status	Yes	No	
Charter School Comparison	Yes	No	Coming Soon
Spring Enrollment Count	Yes	No	
Financial Indicator (p.17)			
Per-Pupil Expenditure	Yes	No	~~Not available until the 2018-19 school year~~ January, 2020
School Improvement Funds	Yes	No	
Assessment Participation Indicator (p.18)			
ISAT/IDAA Participation Rate in ELA/literacy	Yes	Yes	
ISAT/IDAA Participation Rate in Mathematics	Yes	Yes	
ISAT/IDAA Participation Rate in Science/EOC	Yes	Yes	
State Participation in NAEP	Yes	No	
Academic Achievement Indicator (p.27)			
Continuous Enrollment Status	No	Yes	
IRI Proficiency Rate	No	Yes	
ISAT/IDAA Proficiency Rate in ELA/literacy	Yes	Yes	
ISAT/IDAA Proficiency Rate in Mathematics	Yes	Yes	

Measure	Federal Requirement	State Requirement	Note
ISAT/IDAA Proficiency Rate in Science/EOC	Yes	Yes	
ELPA Proficiency Rate	Yes	Yes	
Performance on College Entrance Exam	No	Yes	
State Performance on NAEP	Yes	No	
Student and English Learner Progress Indicator (p.38)			
Student Growth toward Proficiency - ISAT ELA/literacy	Yes	Yes	Grades 4 through 8 Only Serves as Other Academic Indicator in Idaho Consolidated State Plan
Student Growth toward Proficiency - ISAT Mathematics	Yes	Yes	Grades 4 through 8 Only Serves as Other Academic Indicator in Idaho Consolidated State Plan
Student Growth toward Proficiency - ELPA	Yes	Yes	
Group Achievement Indicator (p.45)			
ISAT/IDAA Proficiency Rate Gap Closure in ELA/literacy	No	Yes	Not Applicable for Alternative High School
ISAT/IDAA Proficiency Rate Gap Closure in Mathematics	No	Yes	Not Applicable for Alternative High School
Graduation Rate Indicator (p.47)			
Four-year Cohort Graduation Rate	Yes	Yes	
Five-year Cohort Graduation Rate	No	Yes	
College/Career Readiness Indicator (p.49)			
Advanced Mathematics Course Enrollment	No	Yes	Excluding Alternative High School
College and Career Readiness Course Enrollment	No	Yes	Grade 12 Only
Credit Recovery and Accumulation	No	Yes	Suspended until Further Notice

Measure	Federal Requirement	State Requirement	Note
School Quality Indicator (p.54)			
Student Satisfaction and Engagement Survey	Yes (state-chosen school quality indicator)	Yes	~~Only~~ Grades 3 through 12 ~~8 in 2018~~ Serves as Non-Academic Indicator in Idaho Consolidated State Plan
Parent Satisfaction and Engagement Survey	No	Yes	~~Not available until the 2018-19 school year~~
Staff Satisfaction and Engagement Survey	No	Yes	~~Not available until the 2018-19 school year~~
Communication with Parents on Student Achievement	No	Yes	~~Not available until the 2018-19 school year~~ Suspended until Further Notice
Additional Reporting Indicator (p.59)			
Teacher Workforce	Yes	Yes	
Go-on Rate	Yes	Yes	
Data from the CRDC	Yes	No	

Note. "Yes" indicates calculation requirement. Assessment participation and achievement indicators are only for those applicable grades and eligible population.

Exclusions

Unless noted otherwise in this document, the SDE excludes any students from all federal and state required indicators, who are primarily enrolled in a non-public school. These students include:

- Dual Enrolled Students (Private/Homeschooled)

    o The district or charter school identified the student as private or homeschooled in the Idaho System for Educational Excellence (ISEE) phSchool field. These students may be taking elective courses from an Idaho public school to meet their needs.

- o Students with disabilities who have been placed in a private facility or a homebound setting by their Individualized Education Plan (IEP) team do NOT fit in this category.

- o Students who are dual-enrolled between Idaho public schools, including Idaho Digital Learning Academy (IDLA), do NOT fit in this category.

- Foreign Exchange Students

  - o The district or charter school identified the student as Entering Foreign Exchange Student (4A) in the ISEE districtEntryType field. These students may have a J-1 exchange visitor program visa issued by the U.S. Department of State.

  - o Foreign/international students paying their own tuition or students immigrated from another country do NOT fit in this category.

For more information on the school-level exclusions, refer to Appendix I List of Exempt Schools (p.92).

Building Indicator

The SDE publishes basic building characteristics on its Report Card for each LEA and school, including:

- Building Directory (p.12)
- Grades Served (p.13)
- School Category (p.14)
- School Type (p.14)
- Administrator (p.15)
- District (p.15)
- School Recognition Status (p.16)
- School Identification Status (p.16)
- Title I Status (p.15)
- Administrator (p.15)
- Charter School Comparison (p.16)
- Spring Enrollment Count (p.16)

Building Directory

The building directory contains basic information such as address and phone number associated with each school and LEA administration building. Table 2 contains a list of building directory information that the SDE reports on its Report Card.

The SDE receives building directory information from districts and charter schools via the School Building Forms. Districts and charter schools can request an update to their own building directory information at any time. However, when opening or closing any schools for ISEE reporting purposes, districts and charter schools must submit the form to the SDE by June 30 of the prior school year. In addition, to obtain a National Center for Education Statistics (NCES) ID for new school in a timely manner, districts and charter schools should submit the form by January of the prior school year.

Contact Carol Piranfar at 208-332-6844 or cpiranfar@sde.idaho.gov for any questions or more information on the building directory.

Table 2 List of Building Directory Elements

Element	Definition
Organization Name	As submitted by the organization on the Public School Building Form.
Location Longitude	As identified by the NCES.
Location Latitude	"
Location Address	As submitted by the organization on the Public School Building Form.
Location City	"
Location State	"
Location Zip Code	"
Region	A geographic grouping of districts and charter schools based on the location of their administrative office.
Legislative District	As identified on the Legislative Services Office's website.
Phone Number	As submitted by the organization on the Public School Building Form.
Web Address	As identified on the official website of the State of Idaho.

Grades Served

The grades served indicate the grade levels that a school or LEA can offer. The SDE uses grades served information for many purposes, including but not limited to accountability, reporting, and attendance. For example, a school cannot claim attendance for a student if the school, according to the grades served indicators, does not offer a grade that the student is assigned. A school may or may not have students enrolled in all grades served.

The SDE receives grades served information from districts and charter schools via the School Building Forms. Districts and charter schools can request an update to their own grades served information at any time. However, when removing any grades, districts and charter schools must submit the form to the SDE by June 30 of the prior school year.

Contact Carol Piranfar at 208-332-6844 or cpiranfar@sde.idaho.gov for any questions or more information on the grades served information.

School Category

For accountability purposes, IDAPA 08.02.03.112.01 separates schools into the following three categories. School category especially matters for the school identification calculations and some of the reporting requirements. For more information on school identification calculations, refer to the School Identification Methodology section (p.75).

Kindergarten through Grade Eight (K-8) School

Any schools whose grade configuration contains grades K through 8, or any combination thereof, but do not contain grade 12; or any schools with unusual configurations that go beyond grade 8 but do not have a graduating class.

High School

Any schools that offer grade 12 that are not Alternative High Schools.

Alternative High School

Any schools with grade 12 that are approved by the SDE to operate an alternative secondary program that provides special instructional courses and offers special services to eligible at-risk youth to enable them to earn a high school diploma, as outlined in IDAPA 08.02.03.110.

School Type

For reporting purposes, the SDE separates schools into the following five types.

Contact Michelle Clement Taylor at 208-332-6963 or mtaylor@sde.idaho.gov for any questions or more information on school types.

Alternative School

Alternative school is approved by the SDE to operate an alternative secondary program that provides special instructional courses and offers special services to eligible at-risk youth to enable them to earn a high school diploma, as outlined in IDAPA 08.02.03.110.

Career and Technical School

Career Technical School (CTS), as established in IDAPA 55.01.03, is designed to provide high end, state-of-the-art technical programs that go beyond the scope of traditional Career and Technical Education (CTE) programs. Programs in CTS must serve students from two or more attendance zones. Shared-time CTSs are not displayed in the Report Card.

Contact Heather Luchte at 208-429-5512 or Heather.Luchte@cte.idaho.gov for any questions or more information on career and technical schools.

> *Note: Shared time is an indication that a school primarily offers career and technical education or targeted curriculum in which the majority of students are enrolled at a separate school of record and attend the shared-time school on a part-time basis.*

Charter School

Charter school is authorized under Idaho Code (I.C.)§33-52 to deliver public education in Idaho.

Traditional School

Traditional school is not defined by any other school types.

Virtual School

Virtual school delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment.

Administrator

On the Report Card, the SDE displays the name of building administrator. The SDE receives this information from districts and charter schools via ISEE and amends it with known updates. The contact information is also available on the Idaho District Contact Information Application (IDCI).

District

LEA to which the school is associated for federal reporting purposes.

School Location

The school location identifies rurality, as defined under I.C.§33-319, based on addresses reported in the Building Directory and Spring Enrollment Count.

Title I Status

The Title I program status identifies those schools that are eligible and participating in Title I-A programs. Title I-A of the ESEA, as amended by the ESSA, provides LEAs with extra resources to help improve education in high-poverty schools and to give all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. The SDE allocates the Title I-A funds to LEAs based primarily on poverty data provided by the U.S. Bureau of the Census. LEAs report each school's program participation status to the SDE via Consolidated Federal and State Grant Application (CFSGA).

Contact Kathy Gauby at 208-332-6889 or kgauby@sde.idaho.gov for any questions or more information on the Title I-A programs and requirements.

School Recognition Status

The SDE publicly recognizes schools with high performance. For more information on the school recognition status, refer to the School Identification Methodology section (p.75).

School Identification Status

The SDE publicly identifies schools in need of additional state support and resources, although the SDE does not report a summative rating to each and every school under the new Accountability Framework. For more information on the school identification status, refer to the School Identification Methodology section (p.75).

Charter School Comparison

Coming soon.

Spring Enrollment Count

The SDE reports a unique student enrollment count at each entity. The count includes any students in grades kindergarten through 12, who are enrolled on the first Friday of May, as reported by districts and charter schools via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card:

- Juvenile Detention Centers
- Idaho Digital Learning Academy (IDLA)
- Schools governed by:
    - o Idaho Department of Correction
    - o Idaho Department of Juvenile Corrections
    - o Idaho Educational Services for the Deaf and Blind
    - o Tribal organizations
- Special purpose schools, as accredited
- Summer schools/programs
- ~~Shared-time schools~~

For more information on exclusions, refer to the Exclusions section (p.10) or Appendix I List of Exempt Schools (p.92).

Financial Indicator

Per-pupil Expenditure

Coming in January, 2020.

ESEA section 1111 (h)(1)(C)(x) requires the SDE to report per-pupil expenditures of federal, state, and local funds, disaggregated by source of funds. The SDE publishes per-pupil expenditures on its Report Card, starting in the 2018-19 school year.

Contact Julie Oberle at 208-332-6846 or joberle@sde.idaho.gov for any questions or more information on the per-pupil expenditure.

School Improvement Funds

In addition to the School Identification Status in need of additional state support and resources, the SDE publicly reports the amount of section 1003 school improvement funds each of the schools received as a result of the identification on the Funding & Financial Accountability page, as well as a link to their plan for sustaining improved student achievement.

Contact Tyson Carter at 208-332-6917 or tcarter@sde.idaho.gov for any questions or more information on the school improvement funds.

Assessment Participation Indicator

The SDE calculates and publicly reports assessment participation indicator for the federal- and state-mandated statewide assessments, including:

- Idaho Standards Achievement Test (ISAT);
- Idaho Alternate Assessment (IDAA);
- Science end-of-course (EOC) assessment; and
- Idaho English Language Proficiency Assessment (ELPA).

Student participation is critical in ensuring assessment results are accurate and representative of what students know and can do. The participation requirement for the assessments differs for each grade level under the comprehensive assessment program approved by the SBOE and outlined in IDAPA 08.02.03.111.04. See Table 1 for more information on grade level assessment participation requirements. For a complete list of assessments required under the comprehensive assessment plan, as well as their testing windows, refer to the Comprehensive Assessment Plan Template and the Testing Dates Calendar.

Table 3. Assessment Participation Requirement by Grade

Grades	ISAT ELA/Literacy and Math	IDAA ELA/Literacy and Math	ISAT Science	IDAA Science	Science EOC	ELPA
KG	No	No	No	No	No	Yes
1	No	No	No	No	No	Yes
2	No	No	No	No	No	Yes
3	Yes	Yes	No	No	No	Yes
4	Yes	Yes	No	No	No	Yes
5	Yes	Yes	Yes	Yes	No	Yes
6	Yes	Yes	No	No	No	Yes
7	Yes	Yes	Yes	Yes	No	Yes
8	Yes	Yes	No	No	No	Yes
9	No	No	No	No	Yes	Yes
10	Yes (ISAT/IDAA)	Yes (ISAT/IDAA)	No	Yes	Yes	Yes
11	Yes (IDAA)	Yes (IDAA)	No	No	Yes	Yes
12	No	No	No	No	Yes	Yes

34 C.F.R.§300.160.f 2019 also requires the SDE to report the number and percentage of students with disabilities, who were provided accommodations to participate in the above assessments, in the same detail as it reports on the assessment of students without disabilities. For more information, refer to the Special Education Public Reporting page.

The following sections describe more detailed participation rate calculation methodologies and participation requirements beyond grade level for each assessment.

For more information on participation rate targets, refer to the ISAT/IDAA Participation Rate Target section (p.72).

ISAT/IDAA Participation Rate in ELA/literacy

To comply with IDAPA 08.02.03.111, LEAs must administer ISAT in ELA/literacy to all students in grades 3 through 8 and 10 in spring in a time period specified by the SBOE. For those students with the most significant cognitive impairments for whom the general assessment is not appropriate, LEAs may administer IDAA in ELA/literacy in lieu of ISAT. The IEP team determines whether or not a student meets the qualifications for IDAA using Idaho's Alternate Assessment Participation Criteria defined in the Special Education Manual. For more information, refer to the Alternate Assessment Participation Decision Making Module.

The ISAT/IDAA ELA/literacy participation rate for grades 3 through 8 is calculated as:

$$\textit{Number of students who received a valid scale score}$$
$$\textit{on ISAT/IDAA in ELA/literacy}$$

$$\div$$

$$\left[\begin{array}{c} \textit{Number of students who received a valid scale score} \\ \textit{on ISAT/IDAA in ELA/literacy} \\ \\ \textit{AND} \\ \\ \textit{Number of students enrolled on or before May 3, 2019} \\ \textit{and enrolled through May 17, 2019 or the last day of school,} \\ \textit{not participating in ISAT/IDAA in ELA/literacy} \end{array}\right]$$

The ISAT/IDAA ELA/literacy participation rate for high school is calculated as:

$$\textit{Number of students who received a valid scale score} \\ \textit{on grade 10 ISAT or grade 11 IDAA in ELA/literacy}$$

$$\div$$

$$\left[\begin{array}{c} \textit{Number of students who received a valid scale score} \\ \textit{on grade 10 ISAT or grade 11 IDAA in ELA/literacy} \\ \\ \textit{AND} \\ \\ \textit{Number of students enrolled in grade 10 on or before May 3, 2019,} \\ \textit{and enrolled through May 17, 2019 or the last day of school,} \\ \textit{not participating in ISAT/IDAA in ELA/literacy} \\ \\ \textit{SUBTRACTING} \\ \\ \textit{Number of students in grade 10 who} \\ \textit{participated in IDAA in ELA/literacy in the 2019 testing window} \\ \sout{\textit{are eligible for grade 11 IDAA in the 2019 testing window}} \end{array}\right]$$

"Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating (IDAPA 08.02.03.112.05.e)." Schools must submit an appeal with official written documentation in the Assessment Participation Rate Appeals application to remove those students from the denominator.

A student must complete both Performance Task (PT) and Computer Adaptive Task (CAT) to receive a valid scale score on ISAT. For IDAA, those students whose test administrator or proctor applied the early stopping rule due to lack of consistent observable responses, still receive a valid score.

Details on ISAT/IDAA participation rate calculations and rules are available in the Assessment Participation Rate Appeals Guide. For more information on participation rate targets, refer to the ISAT/IDAA Participation Rate Target section (p.72).

Percentage of Students taking IDAA ELA/literacy
Coming soon.

ESEA section 1111(h)(1)(C) minimum federal reporting requirements indicate the SDE must report the number and percentage of students who participated in IDAA in ELA/literacy in lieu of ISAT. For those LEAs that need to assess more than 1.0% of their student population using IDAA, 34 C.F.R.§200.6 2018 requires they submit assurance that the LEA has followed Idaho Alternate Assessment Participation Guidelines and justification for exceeding the 1.0% cap on alternate assessment participation to the SDE each fall.

Contact Karren Streagle at 208-332-6824 or kstreagle@sde.idaho.gov for any questions or more information on the justification submission.

Percentage of First-year English Learners taking ELPA in lieu of ISAT ELA/literacy
Coming soon.

Office for Civil Rights (OCR) and ESEA section 3113(b)(2) require LEAs to identify in a timely manner students in need of language assistance services. This statewide standardized process begins with a home language survey (HLS), which is provided at the time of enrollment for all students. The HLS is reviewed by designated and trained school personnel to determine which student's must be screened for English language proficiency. The students' screener results determine their eligibility for a Language Instruction Educational Program (LIEP).

For the purpose of calculating the percentage of first-year English learners (EL) taking ELPA in lieu of ISAT ELA/literacy, recently arrived or first-year English learners are any students who are identified to be eligible for a LIEP during or following the 2018 ISAT testing window and have not used the one-time exemption on participating in ISAT/IDAA in ELA/literacy.

The SDE must report the number and percentage of those exempt English Learners on its Report Card (ESEA section 1111(h)(1)(C)). First-year English learners are not exempt from participating in ISAT/IDAA Mathematics and ISAT/IDAA Science/EOC, as well as ELPA.

For an English learner to be considered for this exemption, districts and charter schools must accurately report the student in the English Learner Management System (ELMS).

Contact Maria Puga at 208-332-6905 or mpuga@sde.idaho.gov for any questions or more information on the exemption.

ISAT/IDAA Participation Rate in Mathematics

To comply with IDAPA 08.02.03.111, LEAs must administer ISAT in mathematics to all students in grades 3 through 8 and 10 in spring in a time period specified by the SBOE. For those students with the most significant cognitive impairments for whom the general assessment is not appropriate, LEAs may administer IDAA in mathematics in lieu of ISAT. The IEP team determines whether or not a student meets the qualifications for IDAA using Idaho's Alternate Assessment Participation Criteria defined in the Special Education Manual. For more information, refer to the Alternate Assessment Participation Decision Making Module.

The ISAT/IDAA mathematics participation rate for grades 3 through 8 is calculated as:

$$
\frac{\textit{Number of students who received a valid scale score on ISAT/IDAA in mathematics}}{\left[\begin{array}{c}\textit{Number of students who received a valid scale score on ISAT/IDAA in mathematics} \\[4pt] \textit{AND} \\[4pt] \textit{Number of students enrolled on or before May 3, 2019} \\ \textit{and enrolled through May 17, 2019 or the last day of school,} \\ \textit{not participating in ISAT/IDAA in mathematics}\end{array}\right]}
$$

The ISAT/IDAA mathematics participation rate for high school is calculated as:

$$
\frac{\textit{Number of students who received a valid scale score on grade 10 ISAT or grade 11 IDAA in mathematics}}{\div}
$$

$$\left[\begin{array}{c} \textit{Number of students who received a valid scale score} \\ \textit{on grade } 10 \textit{ ISAT or grade } 11 \textit{ IDAA in mathematics} \\ \\ AND \\ \\ \textit{Number of students enrolled in grade } 10 \textcolor{red}{\textit{on or before May } 3, 2019,} \\ \textcolor{red}{\textit{and enrolled through May } 17, 2019 \textit{ or the last day of school,}} \\ \textit{not participating in ISAT/IDAA in mathematics} \\ \\ SUBTRACTING \\ \\ \textit{Number of students in grade } 10 \textit{ who} \\ \textcolor{red}{\textit{participated in IDAA in mathematics in the } 2019 \textit{ testing window}} \\ \textcolor{red}{\sout{\textit{are eligible for grade } 11 \textit{ IDAA in the } 2019 \textit{ testing window}}} \end{array} \right]$$

"Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating (IDAPA 08.02.03.112.05.e)". Schools must submit an appeal with official written documentation in the Assessment Participation Rate Appeals application to remove those students from the denominator.

A student must complete both Performance Task (PT) and Computer Adaptive Task (CAT) to receive a valid scale score on ISAT. For IDAA, those students whose test administrator or proctor applied the early stopping rule due to lack of consistent observable responses, still receive a valid score.

Details on ISAT/IDAA participation rate calculations and rules are available in the Assessment Participation Rate Appeals Guide. For more information on participation rate targets, refer to the ISAT/IDAA Participation Rate Target section (p.72).

Percentage of Students taking IDAA Mathematics
Coming soon.

ESEA section 1111(h)(1)(C) minimum federal reporting requirements indicate the SDE must report the number and percentage of students who participated in IDAA in mathematics in lieu of ISAT. For those LEAs that need to assess more than 1.0% of their student population using IDAA, 34 C.F.R.§200.6 2019 requires they submit assurance that the LEA has followed Idaho Alternate Assessment Participation Guidelines and justification for exceeding the 1.0% cap on alternate assessment participation to the SDE each fall.

Contact Karren Streagle at 208-332-6824 or kstreagle@sde.idaho.gov for any questions or more information on the justification submission.

ISAT/IDAA Participation Rate in Science/EOC

Science in Grades 5 and 7

To comply with IDAPA 08.02.03.111, LEAs must administer ISAT in science to all students in grades 5 and 7 in spring in a time period specified by the SBOE. For those students with the most significant cognitive impairments for whom the general assessment is not appropriate, LEAs may administer IDAA in science in lieu of ISAT. The IEP team determines whether or not a student meets the qualifications for IDAA using Idaho's Alternate Assessment Participation Criteria defined in the Special Education Manual. For more information, refer to the Alternate Assessment Participation Decision Making Module.

The ISAT/IDAA science participation rate for grades 5 and 7 is calculated as:

$$
\frac{\text{Number of students who received a valid scale score}}{\left[\begin{array}{c}\text{Number of students who received a valid scale score} \\ \text{on ISAT/IDAA in science} \\ \\ AND \\ \\ \textit{Number of students enrolled on or before May 3, 2019} \\ \textit{and enrolled through May 17, 2019 or the last day of school,} \\ \text{not participating in ISAT/IDAA in science}\end{array}\right]}
$$

"Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating (IDAPA 08.02.03.112.05.e)". Schools must submit an appeal with official written documentation in the Assessment Participation Rate Appeals application to remove those students from the denominator.

High School Science

High school students must participate in the science EOC assessment in biology and/or chemistry upon the completion of those courses (IDAPA 08.02.03.111.06.n) at least once in grades 9 through 12 (ESEA section 1111(b)(2)(B)(v)(II)). For those students with the most significant cognitive impairments for whom the general assessment is not appropriate, LEAs

may administer grade 10 IDAA in science in lieu of science EOC assessment. The IEP team determines whether or not a student meets the qualifications for IDAA using Idaho's Alternate Assessment Participation Criteria defined in the [Special Education Manual](#). For more information, refer to the [Alternate Assessment Participation Decision Making Module](#).

High school science participation rate is only applicable to those first-time seniors enrolled as of May 3, 2019. The SDE credits the results from the science EOC assessment in grades 9 ~~10~~ through 12 and IDAA grade 10 science toward the school where the first-time senior is enrolled as of May 3, 2019 rather than the school where the student took the test.

The high school science participation rate is calculated as:

$$\textit{Number of first time seniors who ever received a valid score}$$
$$\textit{on at least one EOC in grades 9 } \cancel{10} \textit{ through 12 or IDAA grade 10 science}$$
$$\div$$
$$\textit{Number of first time seniors enrolled as of May 3, 2019}$$

Percentage of Students taking IDAA Science

Coming soon.

[ESEA section 1111(h)(1)(C)](#) minimum federal reporting requirements indicate the SDE must report the number and percentage of students who participated in IDAA in science in lieu of ISAT Science/EOC. For those LEAs that need to assess more than 1.0% of their student population using IDAA, [34 C.F.R.§200.6 2019](#) requires they submit assurance that the LEA has followed Idaho Alternate Assessment Participation Guidelines and justification for exceeding the 1.0% cap on alternate assessment participation to the SDE each fall.

Contact Karren Streagle at 208-332-6824 or kstreagle@sde.idaho.gov for any questions or more information on the justification submission.

State Participation in NAEP

Coming soon.

The National Assessment of Educational Progress (NAEP), first administered in 1969, is the largest continuing and nationally representative assessment of what our nation's students know and can do in subjects such as mathematics, reading, science, and writing. Since 2002, the [ESEA section 1111(g)(2)(D)](#) and [1112(c)(3)](#) have required States, and LEAs if selected, to participate in the fourth and eighth grade NAEP assessments in reading and mathematics as a

condition of receiving Title I funds. While ISAT/IDAA measures student performance against the Idaho Content Standards, NAEP allows states to compare their student performance across the nation.

For more information on NAEP, refer to the Nation's Report Card. For more information on NAEP inclusion rates, refer to the Inclusion of Special-Needs Students.

Academic Achievement Indicator

The SDE calculates and publicly reports academic achievement indicators for the federal- and state-mandated statewide assessments, including ISAT, IDAA, Science EOC assessment, ELPA, Idaho Reading Indicator (IRI), and College Entrance Exam. In addition, the ESEA requires the SDE to report the state performance on National Assessment of Educational Progress (NAEP).

The following sections describe more detailed academic achievement calculation methodologies for each assessment:

For more information on the assessment participation requirements, see the [Assessment Participation Indicator](#) section (p.18).

Continuous Enrollment Status

The IRI and ISAT/IDAA Proficiency Rate measures are only applicable to those continuously enrolled students. The [IDAPA 08.02.03.112.05.d.i.](#) defines the continuous enrollment in school as:

> *"A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency.*

The same rule also applies to students who are enrolled continuously in the same LEA (IDAPA 08.02.03.112.d.ii.) and in a public school within Idaho (IDAPA 08.02.03.112.d.iii.). As a result, a student receives three different continuous enrollment statuses: school-level, LEA-level, and state-level. These statuses may be the same or different for the same student depending on each student's unique situation.

Typically, a student gets a break in the enrollment record when the student exits a school. However, for the purpose of calculating the continuous enrollment status, the SDE treats multiple enrollment records with no break or short break(s) of three days or less as one continuous enrollment record for the corresponding reporting levels (school, LEA, and state), regardless of the exit reason(s). For example, if a student transfers from school A to school B over a weekend, the student has two school-level enrollment records: one at school A and another at school B. If both school A and school B are in the same LEA, the SDE considers the student has one LEA-level enrollment record with a short break of three days or less during the transition.

The SDE uses the following procedures to calculate the continuous enrollment status for each student and reporting level (school, LEA, and state):

1. First, identify each student's initial enrollment record for the 2018-19 school year.

1. Then determine the first day of the school year for the school where the student was initially enrolled. The first day of the school year for a school is the first day for which the district or charter school submits attendance for that school in its October ISEE file.

2. Add 56 calendar days to the date determined in Step 2. The resulting date is the cut-off date.

3. If the student's enrollment record that contains the test submission date also contains the cut-off date, the SDE considers the student be continuously enrolled for the corresponding reporting level.

Students who are continuously enrolled at the school-level are also continuously enrolled at the LEA- and state-level. Students who are not continuously enrolled at the school-level may or may not be continuously enrolled at the LEA-level and state-level. If a student is continuously enrolled at the LEA-level, the student is continuously enrolled at the state-level.

IRI Proficiency Rate

I.C.§33-1615 2019, in recognition of the critical importance of reading skills, requires LEAs to assess all public school students in grades K through 3 in their reading skills twice each year. Since 2007, LEAs have used IRI to assess students in the early literacy skills with specific, grade level appropriate subsets, including Letter Naming Fluency, Letter Sound Fluency, and a Reading Curriculum based Measure. Students receive a score for each subtest, and a composite reading score based on a combination of subtest scores. ~~IRI consists of three performance levels: Level 1 (Intensive); Level 2 (Strategic); and Level 3 (Benchmark). To be considered proficient on IRI for accountability purposes, a student must achieve the composite performance level of 3 (Benchmark).~~

Starting in the 2018-19 school year, the SDE replaces the legacy IRI with the new IRI (hereinafter referred to as "IRI"), Istation's Indicators of Progress for Early Reading (ISIP ER). The IRI assesses students in grades K through 3 using multiple, grade-specific subtests that address the following domains of reading: Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency. These subtests also create a composite Overall Reading score. The IRI has three performance tiers:

- Tier 1: Performing at grade level
- Tier 2: Performing moderately below grade level and in need of intervention
- Tier 3: Performing seriously below grade level and in need of intensive intervention

To be considered "proficient" on the IRI for accountability purposes, a student must meet or exceed the cut score to reach Tier 1 (Performing at grade level).

The AOC at the SBOE identified IRI proficiency rate as part of the Accountability Framework. This measure is only applicable to those continuously enrolled students in grades K through 3 who received a valid composite score on both fall and spring IRI. For more information on the definition of continuous enrollment status, refer to the Continuous Enrollment Status section (p.27). Although no state IRI proficiency rate target has been set in the Idaho Consolidated

State Plan, IDAPA 08.02.01.802 requires trajectory growth targets. For more information on the trajectory growth targets, refer to the IRI Literacy Growth Targets section (p.73).

The IRI proficiency rate is calculated for each term (fall and spring) as:

> *Number of students*
> *who received a valid composite score on both fall and spring IRI*
> *of the reporting year at the same school or LEA*
> *and attained a composite performance level of ~~3~~ 1 on IRI*
> ÷
> *Total number of students*
> *who received a valid composite score on both fall and spring IRI*
> *of the reporting year at the same school or LEA*

ISAT/IDAA Proficiency Rate in ELA/literacy

The ISAT/IDAA Proficiency Rate in ELA/literacy measure is only applicable to those continuously enrolled students. For more information on the definition of continuous enrollment status, refer to the Continuous Enrollment Status section (p.27).

Given those students who are continuously enrolled during the reporting year, ESEA section 1111 (c)(4)(E)(ii) requires the denominator for the ISAT/IDAA proficiency rate in ELA/literacy to be calculated as the greater of:

1. a total number of continuously enrolled students who received a valid score on ISAT/IDAA; or
2. 95% of total number of continuously enrolled students who are not exempt from the ISAT/IDAA Participation Rate in ELA/literacy, regardless of their ISAT or IDAA participation status. The SDE rounds the number to the nearest 10th.

IMPORTANT: *If the school/LEA does not meet the 95% participation rate, the denominator is automatically adjusted to the 95% of total number of continuously enrolled students.*

ISAT/IDAA consists of four performance levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). To be considered proficient on ISAT and IDAA for accountability purposes, a student must achieve the performance level of 3 (Proficient) or 4 (Advanced).

The ISAT/IDAA proficiency rate for ELA/literacy is calculated as:

$$\frac{\textit{Number of students attained Level } 3 \textit{ or } 4 \textit{ on ISAT/IDAA in ELA/literacy}}{\begin{bmatrix} \textit{The Greater of} \\[4pt] \textit{Total number of continuously enrolled students} \\ \textit{who received a valid scale score on ISAT/IDAA in ELA/literacy} \\[4pt] \textit{OR} \\[4pt] 95\% \textit{ of total number of continuously enrolled students,} \\ \textit{who are not exempt from the ISAT/IDAA participation} \\ \textit{in ELA/literacy during the participation appeals window} \end{bmatrix}}$$

IMPORTANT: *Proficiency rates displayed on the SDE's* [Report Card](#) *is not the same as proficiency rates reported on the AIR's* [Online Reporting System](#) *(ORS). The ORS allows users to access raw student results in more details to the claim and target levels. The SDE recommends all teachers have access to ORS to review their students' performance.*

For more information on proficiency rate targets, refer to the [Long-Term Goals and Measurements of Interim Progress](#) section (p.67).

ISAT/IDAA Proficiency Rate in Mathematics

The ISAT/IDAA Proficiency Rate in mathematics measure is only applicable to those continuously enrolled students. For more information on the definition of continuous enrollment status, refer to the [Continuous Enrollment Status](#) section (p.27).

Given those students who are continuously enrolled during the reporting year, [ESEA section 1111 (c)(4)(E)(ii)](#) requires the denominator for the ISAT/IDAA proficiency rate in mathematics to be calculated as the greater of:

1. a total number of continuously enrolled students who received a valid score on ISAT/IDAA; or
2. 95% of total number of continuously enrolled students who are not exempt from the [ISAT/IDAA Participation Rate in Mathematics](#), regardless of their ISAT or IDAA participation status. The SDE rounds the number to the nearest 10th.

ISAT/IDAA consists of four performance levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). To be considered proficient on ISAT and IDAA for accountability purposes, a student must achieve the performance level of 3 (Proficient) or 4 (Advanced).

The ISAT/IDAA proficiency rate for mathematics is calculated as:

$$\frac{\substack{Number\ of\ students\ attained\ Level\ 3\ or\ 4 \\ on\ ISAT/IDAA\ in\ mathematics}}{\left[\substack{The\ Greater\ of \\[6pt] Total\ number\ of\ continuously\ enrolled\ students \\ who\ received\ a\ valid\ scale\ score\ on\ ISAT/IDAA\ in\ mathematics \\[6pt] OR \\[6pt] 95\%\ of\ total\ number\ of\ continuously\ enrolled\ students \\ ,who\ are\ not\ exempt\ from\ the\ ISAT/IDAA\ participation \\ in\ mathematics\ during\ the\ participation\ appeals\ window}\right]}$$

ISAT/IDAA Proficiency Rate in Science/EOC

Science in Grades 5 and 7

ISAT/IDAA proficiency rate in grades 5 and 7 science is only applicable to those continuously enrolled students. For the calculation of continuous enrollment status, refer to the Continuous Enrollment Status section (p.27).

The denominator for the ISAT/IDAA proficiency rate in science is also calculated as the greater of:

1. a total number of continuously enrolled students who received a valid score on ISAT/IDAA; or
2. 95% of total number of continuously enrolled students who are not exempt from the [ISAT/IDAA Participation Rate in Science/EOC](#), regardless of their ISAT or IDAA participation status. The SDE rounds the number to the nearest 10th.

IMPORTANT: *If the school/LEA does not meet the 95% participation rate, the denominator is automatically adjusted to the 95% of total number of continuously enrolled students.*

ISAT/IDAA consists of four performance levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). To be considered proficient on ISAT and IDAA for accountability purposes, a student must achieve the performance level of 3 (Proficient) or 4 (Advanced).

The ISAT/IDAA proficiency rate for grades 5 and 7 science is calculated as:

$$\frac{\text{Number of students attained Level 3 or 4 on ISAT/IDAA in science}}{\begin{bmatrix} \textit{The Greater of} \\[4pt] \text{Total number of continuously enrolled students} \\ \text{who received a valid scale score on ISAT/IDAA in science} \\[4pt] OR \\[4pt] \text{95\% of total number of continuously enrolled students,} \\ \text{who are not exempt from the ISAT/IDAA participation} \\ \text{in science during the participation appeals window} \end{bmatrix}}$$

IMPORTANT: *Proficiency rates displayed on the SDE's [Report Card](#) is not the same as proficiency rates reported on the AIR's [Online Reporting System](#) (ORS). The ORS allows users to access raw student results in more details to the claim and target levels. The SDE recommends all teachers have access to ORS to review their students' performance.*

High School Science

High school science IDAA/EOC proficiency rate is only applicable to those first-time seniors continuously enrolled through May 3, 2019. The SDE credits the results from the science EOC in grades 9 10 through 12 and IDAA grade 10 science toward the school where the first-time senior is enrolled as of May 3, 2019, rather than the school where the student has taken the test. For the calculation of continuous enrollment status, refer to the Continuous Enrollment Status section (p.27).

The denominator for the high school science IDAA/EOC proficiency rate is also calculated as the greater of:

Given those students who were continuously enrolled during the reporting year, ESEA section 1111 (c)(4)(E)(ii) requires the denominator to be calculated as the greater of:

1. a total number of continuously enrolled first-time seniors who received a valid score on EOC in grades 9 10 through 12 or IDAA grade 10 science; or
2. 95% of total number of continuously enrolled first-time seniors who are not exempt from the ISAT/IDAA Participation Rate in Science/EOC, regardless of their high school science IDAA/EOC participation status. The SDE rounds the number to the nearest 10th.

IMPORTANT: *If the school/LEA does not meet the 95% participation rate, the denominator is automatically adjusted to the 95% of total number of continuously enrolled students.*

IDAA/EOC consists of four performance levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). To be considered proficient on IDAA and EOC for accountability purposes, a student must achieve the performance level of 3 (Proficient) or 4 (Advanced).

The high school science IDAA/EOC proficiency rate is calculated as:

$$\textit{Number of first year seniors have ever attained Level 3 or 4}$$
$$\textit{on science EOC or grade 10 IDAA science}$$
$$\div$$

$$\left[\begin{array}{c} \textit{The Greater of} \\[1em] \textit{Total number of continuously enrolled first time seniors} \\ \textit{enrolled as of } \textcolor{red}{May\ 3, 2019}. \\ \textit{who have ever received a valid scale score on} \\ \textit{at least one science EOC or grade } 10 \textit{ IDAA science} \\[1em] OR \\[1em] 95\% \textit{ of total number of continuously enrolled first time seniors} \\ \textit{who are not exempt from the high school science EOC/IDAA} \\ \textit{participation during the participation appeals window} \end{array} \right]$$

For more information on proficiency rate targets, refer to the [Long-Term Goals and Measurements of Interim Progress](#) section (p.67).

ELPA Proficiency Rate

The ELPA Proficiency Rate measure is also only applicable to those continuously enrolled English learners with a valid composite score and the corresponding performance level. For the calculation of continuous enrollment status, refer to the [Continuous Enrollment Status](#) section (p.27).

English learners taking ELPA receive scores in four different domains: Listening, Speaking, Reading, and Writing. A student must complete all four domains to receive a valid composite score on ELPA. To be considered proficient on ELPA for accountability purposes, English learners, including students whose parents have waived EL services, must achieve a composite performance level of 5 (Bridging) or 6 (Expanding) on ACCESS 2.0 or P2 (Emerging) or P3 (Developing) on Alt ACCESS. <u>Following the 2020 ELPA administration, a student will be considered proficient when the student receives a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing, and listening, and a minimum score of 1 in the speaking domain.</u> No rounding applies to the composite performance levels.

The ELPA proficiency rate is calculated as:

$$\left[\begin{array}{c} \textit{Number of English learners,} \\ \textit{including students whose parents have waived EL services,} \\ \textit{who achieved} \\ \textit{a composite perfomance level of } 5 \textit{ or } 6 \textit{ on ACCESS } 2.0 \\ OR \\ \textit{a composite performance level of P}2 \textit{ or P}3 \textit{ on Alt ACCESS} \end{array} \right]$$

$$\div$$

*Number of continuously enrolled English learners,
including students whose parents have wavied EL services,
with a valid composite score on ACCESS 2.0 or Alt ACCESS*

Performance on College Entrance Exam

The Performance on College Entrance Exam measure is only applicable to those 11th grade students with a section score on SAT.

The IDAPA defines college entrance exam in the following manner as part of the state graduation requirements:

> *"A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Student receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT (IDAPA 08.02.03.105.03)."*

Since SAT is available as a state paid opportunity for all public high school juniors, for the Performance on College Entrance Exam measure, the SDE reports the number and percentage of meeting college and career readiness benchmarks among those students who participated in SAT on the SAT School Day or a state designated make-up date on its [Report Card](#).

SAT consists of two sections: Evidence-based Reading and Writing and Math. Each section produces its own scale score. Students with a section score that meets or exceeds the benchmark have a 75% change of earning at least C in first-semester, credit-bearing college courses. SAT considers students meeting and exceeding both the Math and the Evidence-based Reading and Writing benchmarks as college- and career-ready.

The percentage of students who met or exceeded the SAT-defined college- and career-readiness benchmark is calculated for each section (Evidence-based Reading Writing and Math) as:

*Number of students who met or exceeded
the college and career readiness benchmark score*

$$\div$$

> *Number of students who participated in SAT*
> *on the SAT School Day or a state designated make up day*

For more information on the SAT-defined college- and career-readiness benchmarks, refer to the SAT Suite of Assessments Benchmarks.

State Performance on NAEP

The SDE only reports NAEP performance at the state level, since NAEP produces no school, LEA, or student level scores. 34C.F.R.§200.11 2019 requires the most recent NAEP reading and mathematics results in grades 4 and 8 to be reported on the SDE's Report Card for each achievement level. The NAEP achievement levels are Below Basic, Basic, Proficient, and Advanced.

The percentage of students at each NAEP achievement level is calculated as:

> *Number of students who attained each achievement level in NAEP*
>
> ÷
>
> *Number of students who participated in NAEP*

IMPORTANT: *The NAEP achievement levels do not represent the same performance expectations as the ISAT/IDAA or Science EOC assessment, despite the use of the same terminology.*

For more information on NAEP achievement levels, refer to the Scale Scores and Achievement Levels.

Student and English Learner Progress Indicator

The SDE calculates and publicly reports student and English learner progress indicator for the federal- and state-mandated statewide assessments, including ISAT and ELPA.

The following sections describe more detailed calculation methodologies for each academic progress measure:

- Student Growth toward Proficiency - ISAT ELA/literacy (p.39)
- Student Growth toward Proficiency - ISAT Mathematics (p.40)
- Student Growth toward Proficiency - ELPA (p.41)

The progress indicator calculation requirement differs for each grade level. See Table 4 for more information on grade level calculation requirements.

Table 4 Progress Indicator Calculation Requirement by Grade

Grade	Student Growth toward Proficiency – ISAT ELA/literacy	Student Growth toward Proficiency – ISAT Mathematics	Student Growth toward Proficiency – ELPA
KG	No	No	No
1	No	No	Yes
2	No	No	Yes
3	No	No	Yes
4	Yes	Yes	Yes
5	Yes	Yes	Yes
6	Yes	Yes	Yes
7	Yes	Yes	Yes
8	Yes	Yes	Yes
9	No	No	Yes
10	No	No	Yes
11	No	No	Yes
12	No	No	Yes

Note. "Yes" indicates calculation requirement.

Student Growth toward Proficiency - ISAT ELA/literacy

The SDE calculates the Student Growth toward Proficiency - ISAT ELA/literacy measure using results from ISAT in ELA/literacy. A student has to be continuously enrolled in grades 4 through 8 in the 2018-19 school year to be included in the calculation. The SDE excludes students from the student growth toward proficiency calculation, who:

- are not continuously enrolled in the 2018-19 school year;
- do not have a valid ISAT scale score in 2018 and/or 2019;
- participated in IDAA in lieu of ISAT in 2018 and/or 2019; and/or
- have been retained, demoted, or skipped a grade in the 2018-19 school year

IDAPA specifies the Student Growth toward Proficiency measure to be calculated using a trajectory model (IDAPA 08.02.03.112.02). Idaho's trajectory model identifies whether each student is on track to be proficient or maintain proficiency in three years from 2018 or by 2021. As noted in the ISAT/IDAA Proficiency Rate in ELA/literacy section (p.30), students must achieve Level 3 or Level 4 on ISAT to be considered proficient. Specifically, the SDE uses the following procedures to calculate the student growth toward proficiency in ISAT:

1. Identify target scale score for each student. The target scale score is the Level 3 scale score threshold available in the AIR portal. Each student aims to meet the "Level 3 From" score as a target scale score in three years from 2018 or by 2021. Schools can also review the trajectory targets, using the Trajectory Report Tool.

    IMPORTANT: For students in grade 7 in the 2018-19 school year, the SDE sets the three year target based on the Level 3 scale score threshold for grade 9, even though testing is optional in grade 9.

2. Calculate the difference between the target scale score in 2021 and the 2018 ISAT scale score for each student. Divide the difference by 3 to set the annual growth target for each of the three years.

$$\textit{Target Scale Score in } 2021 - \textit{ISAT Scale Score in } 2018$$
$$\div$$
$$3$$

3. Identify students who meet or exceed the annual growth target at the end of the 2018-19 school year by comparing the difference between the 2018 and 2019 ISAT scale scores to the annual growth target. If the difference is greater than or equal to the annual growth target, the SDE considers the student to have met or exceeded the annual growth target and thus be "on track."

Students do not need to be proficient in 2019 to be "on track," if the difference between the 2018 and 2019 ISAT scale scores is greater than or equal to the annual growth target.

> **IMPORTANT:** *Students already scoring above the 2021 target scale score can have a negative scale score change from 2018 to 2019 and still be "on track" if the reduction in the scale scores was still higher than the annual growth target.*

4. Finally, calculate the percentage of students who meet or exceed the annual growth target at the end of the 2018-19 school year using the following formula:

$$\frac{\textit{Number of students who meet or exceed the annual growth target at the end of the } 2018/19 \textit{ school year}}{\textit{Number of continuously enrolled students in grades } 4 \textit{ through } 8, \textit{who have normal grade progression and valid } 2018 \textit{ and } 2019 \textit{ scale scores on ISAT ELA/literacy}}$$

Student Growth toward Proficiency - ISAT Mathematics

The student growth toward proficiency – ISAT mathematics measure is only applicable to those continuously enrolled students in grades 4 through 8 in the 2018-19 school year, who have valid 2018 and 2019 ISAT scale scores in mathematics. The SDE excludes students from the student growth toward proficiency calculation, who:

- are not continuously enrolled in the 2018-19 school year;
- do not have a valid ISAT scale score in 2018 and/or 2019;
- participated in IDAA in lieu of ISAT in 2018 and/or 2019; and/or
- have been retained, demoted, or skipped a grade in the 2018-19 school year

IDAPA specifies the Student Growth toward Proficiency measure to be calculated using a trajectory model ([IDAPA 08.02.03.112.02](#)). For more information on the growth trajectory model and its calculation, refer to the [Student Growth toward Proficiency - ISAT ELA/literacy](#) section (p.39).

The percentage of students who met or exceeded the annual growth target at the end of the 2018-19 school year is calculated using the following formula:

$$\frac{\text{Number of students who meet or exceed}}{\text{the annual growth target at the end of the } 2018/19 \text{ school year}}$$
$$\div$$
$$\text{Number of continuously enrolled students}$$
$$\text{in grades } 4 \text{ through } 8, \text{who have normal grade progression and}$$
$$\text{valid } 2018 \text{ and } 2019 \text{ scale scores on ISAT mathematics}$$

Student Growth toward Proficiency - ELPA

The SDE calculates the Student Growth toward Proficiency - ELPA measure using results from ACCESS 2.0. A student has to be continuously enrolled in grades 1 through 12 in the 2018-19 school year to be included in the calculation. The SDE excludes students from the student growth toward proficiency calculation, who:

- are not continuously enrolled in the 2018-19 school year;
- do not have a valid ACCESS 2.0 scale score in 2018 and/or 2019;
- participated in Alt ACCESS in lieu of ACCESS 2.0 in 2018 and/or 2019; and/or
- have been retained, demoted, or skipped a grade in the 2018-19 school year

Although IDAPA does not specify the types of growth models used for the Student Growth toward Proficiency – ELPA measure, the SBOE also selected the trajectory model to be consistent with the Student Growth toward Proficiency – ELA/literacy and Mathematics measures.

In contrast to the [Student Growth toward Proficiency - ISAT ELA/literacy](#) and [Student Growth toward Proficiency - ISAT Mathematics](#) measures, Idaho's trajectory model for ELPA identifies whether each English learner is on track to be proficient or maintain proficiency in seven years from 2018 or by 2025. As noted in the [ELPA Proficiency Rate](#) section (p.35), English learners must have a composite performance level of 5 or higher

on ACCESS 2.0 to be considered proficient. No rounding applies to the composite performance levels.

Since English learners from K through Grade 12 participate in ELPA, an English learner may not have seven years remaining until the end of his or her secondary education. Consequently, the target grade level for working toward proficiency is capped at Grade 12. Table 5 below shows the number of years remaining for an English learner to work toward proficiency.

Table 5. Grade Level in 2018, 2019, and Number of Years Remaining for an English Learner to Work toward Proficiency

Grade Level in 2018	Grade Level in 2019	Number of years remaining to work toward proficiency	Aiming to be proficient by the end of grade...
KG	1	7	7
1	2	7	8
2	3	7	9
3	4	7	10
4	5	7	11
5	6	7	12
6	7	6	12
7	8	5	12
8	9	4	12
9	10	3	12
10	11	2	12
11	12	1	12

Specifically, the SDE uses the following procedures to calculate the student growth toward proficiency in ELPA:

1. Identify target scale score for each student. The target scale score is the scale score threshold for the composite performance level 5 for ACCESS 2.0. Each student aims to meet Level 5 in seven years from 2018 to 2025. For those English learners who take ACCESS 2.0 in grade 7 or higher during the 2018-19 school year, use the grade 12 scale score threshold for the composite performance level 5 as the target scale score in place of target scale score in 2025. Schools can also

review the trajectory targets, using the English Language Trajectory Generator Tool.

> **IMPORTANT:** *This growth measure does not track growth for the individual ELPA domains.*

2. Calculate the difference between the target scale score and the 2018 ACCESS 2.0 composite score for each student. The SDE then divides the difference by the number of years remaining to work toward proficiency to set the annual growth target for each of the three years.

$$Target\ Scale\ Score\ -\ ACCESS\ 2.0\ Composite\ Scale\ Score\ in\ 2018$$
$$\div$$
$$Number\ of\ years\ remaining\ to\ work\ toward\ proficiency$$

3. Identify students who meet or exceed the annual growth target at the end of the 2018-19 school year by comparing the difference between the 2018 and 2019 ACCESS 2.0 composite scale scores to the annual growth target. If the difference is greater than or equal to the annual growth target, the SDE considers the student to have met or exceeded the annual growth target and thus be "on track".

   Students do not need to be proficient in 2019 to be "on track," if the difference between the 2018 and 2019 ACCESS 2.0 composite scale scores is greater than or equal to the annual growth target.

> **IMPORTANT.** *Students already scoring above the 2021 target scale score can have a negative scale score change from 2018 to 2019 and still be "on track" if the reduction in the scale scores was still higher than the annual growth target.*

4. Finally, calculate the percentage of students who meet or exceed the annual growth target at the end of the 2018-19 school year using the following formula:

$$Number\ of\ students\ who\ meet\ or\ exceed$$
$$the\ annual\ growth\ target\ at\ the\ end\ of\ the\ 2018/19\ school\ year$$

$$\div$$

Number of continuously enrolled students
in grades 1 *through* 12, *who have normal grade progression and*
valid 2018 *and* 2019 *composite scale scores on ACCESS* 2.0

Group Achievement Indicator

The SDE calculates and publicly reports ISAT/IDAA proficiency rate gap closure in ELA/literacy and mathematics. The following sections describe more detailed calculation methodologies for each gap closure measure:

- [ISAT/IDAA Proficiency Rate Gap Closure in ELA/literacy](#) (p.46)
- [ISAT/IDAA Proficiency Rate Gap Closure in Mathematics](#) (p.46)

[IDAPA 08.02.03.112.02](#) does not require the ISAT Proficiency Gap Closure measure to be calculated for alternative high schools as defined in [IDAPA 08.02.03.110](#). Although the SDE's [Report Card](#) allows users to compare performance among different subgroups, the SDE does not identify whether the alternative high schools are closing performance gaps between students who are and are not part of a selected subgroup. For any other schools and LEAs, the SDE identifies how schools are or are not closing performance gaps among different subgroups.

ISAT/IDAA Proficiency Rate Gap Closure in ELA/literacy

The SDE calculates the ISAT/IDAA proficiency rate gaps closure in ELA/literacy using the proficiency rates calculated in the [ISAT/IDAA Proficiency Rate in ELA/literacy](#) section (p.30). This measure is only applicable to those students who have been included in the proficiency rate calculation. As described in the [ISAT/IDAA Proficiency Rate in ELA/literacy](#) section (p.30), students must achieve Level 3 or Level 4 on ISAT to be considered proficient.

The SDE calculates a proficiency rate gap between students who are and are not part of the subgroups. For a list of subgroups, refer to the [Subgroup Assignment](#) section (p.63)

The SDE uses the following procedures to calculate the ISAT proficiency rate gap closure in ELA/literacy:

1. Identify proficiency rate gap between students who are and are not part of each of the subgroups by using the following formula:

$$
\begin{aligned}
&ISAT/IDAA\ Proficiency\ Rate\ in\ ELA/literacy \\
&for\ students\ who\ are\ not\ part\ of\ the\ selected\ subgroup \\
\\
&\qquad\qquad\qquad - \\
\\
&ISAT/IDAA\ Proficiency\ Rate\ in\ ELA/literacy \\
&for\ students\ who\ are\ part\ of\ the\ selected\ subgroup
\end{aligned}
$$

2. Determine whether a school is closing the proficiency rate gap. A school is closing the gap in a selected subgroup only when the rate of improvement for students who are part of the selected subgroup is greater than that for students who are not part of the selected subgroup.

ISAT/IDAA Proficiency Rate Gap Closure in Mathematics

The SDE calculates the ISAT/IDAA proficiency rate gaps closure in mathematics using the proficiency rates calculated in the ISAT/IDAA Proficiency Rate in Mathematics section (p.31). This measure is only applicable to those students who have been included in the proficiency rate calculation. As described in the ISAT/IDAA Proficiency Rate in Mathematics section (p.31), students must achieve Level 3 or Level 4 on ISAT to be considered proficient.

The SDE calculates a proficiency rate gap between students who are and are not part of the subgroups. For a list of subgroups, refer to the Subgroup Assignment section (p.63)

The SDE uses the following procedures to calculate the ISAT proficiency rate gap closure in mathematics:

1. Identify proficiency rate gap between students who are and are not part of each of the subgroups by using the following formula:

$$
\begin{array}{c}
\textit{ISAT/IDAA Proficiency Rate in mathematics} \\
\textit{for students who are not part of the selected subgroup} \\
\\
- \\
\\
\textit{ISAT/IDAA Proficiency Rate in mathematics} \\
\textit{for students who are part of the selected subgroup}
\end{array}
$$

2. Determine whether a school is closing the proficiency rate gap. A school is closing the gap in a selected subgroup only when the rate of improvement for students who are part of the selected subgroup is greater than that for students who are not part of the selected subgroup.

Graduation Rate Indicator

The following sections describe more detailed information on how the SDE calculate the graduation rate measures, including:

- Four-year Cohort Graduation Rate (p.47)
- Five-year Cohort Graduation Rate (p.48)

For more information on four-year cohort graduation rate, refer to the Cohort Graduation Rate FAQ.

> ***IMPORTANT***: *The SDE calculates graduation rates based on the enrollment records submitted from districts and charter schools via ISEE. Districts and charter schools must accurately report enrollment records, including but not limited to entry/exit dates and exit reasons to the SLDS via ISEE.*

Four-year Cohort Graduation Rate

As defined in ESEA Section 8101 (25), the four-year cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

From the beginning of 9th grade, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort during the same school year, and the following three school years and subtracting any students who transfer out, emigrate to another country, or pass away during that same period.

The SDE uses the following formula to calculate the four-year cohort graduation rate for the class of 2018:

$$\frac{\begin{array}{c}\textit{Number of cohort members who earned a regular high school diploma}\\\textit{that fully aligns with the Idaho Content Standards}\\\textit{through summer 2018}\end{array}}{\left[\begin{array}{c}\textit{Number of students in grade 9 for the first time in fall 2014}\\+\textit{ students who transferred in}\\-\textit{ students who transferred out, emigrated, or died}\\\textit{during the school years 2014/15, 2015/16, 2016/17, 2017/18}\\(\textit{excluding summer 2018})\end{array}\right]}$$

Five-year Cohort Graduation Rate

As defined in ESEA Section 8101 (23), the five-year cohort graduation rate is the number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

From the beginning of 9th grade, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort during the same school year, and the following three school years and subtracting any students who transfer out, emigrate to another country, or pass away during that same period.

The SDE uses the following formula to calculate the five-year cohort graduation rate for the class of 2018:

$$\frac{\begin{array}{c}\textit{Number of cohort members who earned a regular high school diploma}\\ \textit{that fully aligns with the Idaho Content Standards}\\ \textit{through summer } 2018\end{array}}{\left[\begin{array}{c}\textit{Number of students in grade } 9 \textit{ for the first time in fall } 2013\\ + \textit{ students who transferred in}\\ - \textit{ students who transferred out, emigrated, or died}\\ \textit{during the school years } 2013/14, 2014/15, 2015/16, 2016/17, 2017/18\\ (\textit{excluding summer } 2018)\end{array}\right]}$$

College/Career Readiness Indicator

The following sections describe how the SDE calculates the college/career readiness measures, including:

-

Advanced Mathematics Course Enrollment

For this measure, the SDE calculates and reports the percentage of students in grade 8 who have ever completed Pre-Algebra or higher-level mathematics course(s) and students in grade 9 who have ever completed Algebra or higher-level mathematics course(s) in the reporting year.

The Advanced Mathematics Course Enrollment measure is applicable to any students enrolled in grade 8 or 9 as of May 3, 2019, regardless of their continuous enrollment status. The SDE determines the course completeness based on the Course Exit Reason submitted by districts and charter schools to the SLDS via ISEE. Only those courses with the following course exit reasons are included in this calculation.

- Content Complete – Full Credit (CF)
- Content Complete – No Credit (CN)
- Content Complete – Partial Credit (CP)

The SDE credits advanced courses to the base school where the student is enrolled as of May 3, 2019, regardless of where the student actually completed the courses. If overlapping enrollment records are submitted within or across districts and charter schools for a student, the SDE credits the advanced courses to all schools where the student is enrolled as of May 3, 2019. See Table 6 for a list of advanced mathematics courses for each grade level.

IMPORTANT: The SDE calculates the percentage of students completing advanced mathematics courses based on the enrollment and course enrollment records submitted from districts and charter schools via ISEE. Districts and charter schools must accurately report enrollment and course enrollment records to the SLDS via ISEE.

Table 6 List of Advanced Mathematics Courses by Grade

Course Code	Course Name	Grade 8	Grade 9
02002	General Mathematics (5-8 Content) (Grades 5-12)	Yes	No
02052	Algebra I (Grades 5-12)	Yes	Yes
02056	Algebra II (Grades 5-12)	Yes	Yes
02062	Integrated Mathematics I (Grades 5-12)	Yes	Yes
02063	Integrated Mathematics II (Grades 5-12)	Yes	Yes
02064	Integrated Mathematics III (Grades 5-12)	Yes	Yes
02072	Geometry (Grades 5-12)	Yes	Yes
02102	Discrete Mathematics (Grades 5-12)	Yes	Yes
02103	Trigonometry (Grades 5-12)	Yes	Yes
02110	Pre-Calculus (Grades 5-12)	Yes	Yes
02121	Calculus (Grades 5-12)	Yes	Yes
02124	AP Calculus AB (Grades 11-12)	Yes	Yes
02125	AP Calculus BC (Grades 11-12)	Yes	Yes
02131	IB Mathematical Studies (Grades 11-12)	Yes	Yes
02132	IB Mathematics (Grades 11-12)	Yes	Yes
02134	IB Further Mathematics - HL (Grades 11-12)	Yes	Yes
02201	Probability and Statistics (Grades 5-12)	Yes	Yes
02203	AP Statistics (Grades 11-12)	Yes	Yes
02204	AP/Dual Credit Computer Science - Mathematics (11-12 Grade Content)	Yes	Yes
02205	AP/Dual Credit Computer Engineering - Mathematics (11-12 Grade Content)	Yes	Yes

Note. *"Yes" indicates the course is considered advanced for accountability purposes.*

Students in Grade 8 Completed Pre-Algebra or Higher

The percentage of students in grade 8 completing Pre-Algebra or higher-level mathematics course(s) is calculated using the following formula:

$$\frac{\begin{array}{c}\textit{Number of 8th grade students who have ever completed Pre Algebra}\\\textit{or higher level mathematics course(s)}\\\textit{in the } 2018/19 \textit{ school year and enrolled as of May } 3, 2019\end{array}}{\textit{Total number of 8th grade students enrolled as of May } 3, 2019}$$

Students in Grade 9 Completed Algebra I or Higher

The percentage of students in grade 9 completing Algebra or higher-level mathematics course(s) is calculated using the following formula:

$$\text{Number of 9th grade students who have ever completed Algebra}$$
$$\text{or higher level mathematics course(s)}$$
$$\text{in the 2018/19 school year and enrolled as of May 3, 2019}$$
$$\div$$
$$\text{Total number of 9th grade students enrolled as of May 3, 2019}$$

College and Career Readiness Course Enrollment

The College and Career Readiness measure is a composite of three components. For this measure, the SDE calculates the percentage of first-time seniors who ever in grades 9 through 12:

- Participated in Advanced Opportunities;
- Received Industry-recognized Certifications; or
- Participated in Recognized High-school Apprenticeship Programs.

The college and career readiness measure is only applicable to any first-time seniors enrolled as of May 3, 2019. The SDE credits advanced course enrollments to the base school where the student is enrolled as of May 3, 2019, regardless of their continuous enrollment status and where the student actually participated in advanced opportunities, received industry-recognized certifications, or participated in recognized high-school apprenticeship programs. If overlapping enrollment records are submitted within or across districts and charter schools for a student, the SDE credits all schools where the student is enrolled as of May 3, 2019.

Students only receive a binary "Yes" or "No" for the measure and do not receive additional credit for participating in more than one advanced opportunities, receiving more than one industry-recognized certification, or participating in more than one professional apprenticeship programs. Additionally, students do not receive additional credits for participating in more than one component of the advanced course enrollment measures (e.g. a student participating in an Advanced Placement class and receiving an industry-recognized certification).

The measure is calculated using the following formula:

$$\frac{\begin{array}{c} \textit{Number of first time seniors who have ever while in grades } 9 \textit{ through } 12 \\ \textit{participated in advanced opportunities,} \\ \textit{received an industry recognized certification, or} \\ \textit{participated in recognized high school apprenticeship program} \end{array}}{\textit{Total number of first time seniors enrolled as of May } 3, 2019}$$

IMPORTANT: *The SDE calculates the percentage of students participating in advanced opportunities, receiving industry recognized certifications, or participating in recognize high school apprenticeship programs based on the enrollment and course enrollment records submitted from districts and charter schools via ISEE. Districts and charter schools must accurately report enrollment and course enrollment records to the SLDS via ISEE.*

The following sections provide more information on each of the components.

Participated in Advanced Opportunities

[IDAPA 08.02.03.007.02](#) defines advanced opportunities as "Advanced Placement (AP) courses, Dual Credit Courses, Technical Competency Credit (TCC), or International Baccalaureate (IB) programs." For the purpose of accountability calculations, the SDE utilizes the Division of Career and Technical Education (CTE) approved capstone courses as a proxy for TCC.

Districts and charter schools indicate AP, IB, CTE capstone course enrollments using the course assignment codes in ISEE. The full list of AP, IB, and CTE capstone courses and their course codes are available in the [ISEE Items and Option Sets](#). Districts and charter schools also indicate dual credit course enrollments using the [dualCredit](#) flag in ISEE for those students enrolled in courses to earn dual credit on their secondary AND postsecondary transcripts.

The SDE determines the participation status in advanced opportunities based on the Course Exit Reason submitted by districts and charter schools to the SLDS via ISEE. Only those courses with the following course exit reasons are included in this calculation.

- Content Complete – Full Credit (CF)
- Content Complete – No Credit (CN)
- Content Complete – Partial Credit (CP)

The SDE also determines advanced opportunity participation status using the data submitted by districts and charter schools via the [Advanced Opportunities](#) application. It is important to note

that any overload courses and College Level Examination Program (CLEP) that qualify for the Fast Forward program are not considered advanced opportunities per IDAPA 08.02.03.007.02. For dual-credit courses, students must transcribe credits on both the secondary and postsecondary transcripts in order to get a reimbursement for the Fast Forward program.

Received Industry-recognized Certifications

Various industries develop and support credentials and certifications that are used to verify mastery of skills important in the industries. The districts and charter schools must track and identify students with an industry-recognized, CTE approved credentials and certifications in the earnedIndustryCert field in their ISEE file. See the ISEE Items and Option Sets for the complete list of approved certifications.

Participated in Recognized High-school Apprenticeship Programs
Coming soon.

This measure is not available until after the 2019-20 school year. In the 2018-19 school year, only one school in Idaho had a recognized apprenticeship program, and participating students were sophomores.

Credit Recovery and Accumulation

The SDE chose not to calculate or report this measure until additional clarification could be provided to LEAs in order to ensure that data quality meets the intention of the use of this measure.

School Quality Indicator

The following sections describe how the SDE calculates the school quality measures, including:

- [Student Engagement Survey](#) (p.54)
- [Parent Satisfaction and Engagement Survey](#) (p.56)
- [Staff Satisfaction and Engagement Survey](#) (p.57)
- [Communication with Parents on Student Achievement](#) (p.58)

Student Engagement Survey

[IDAPA 08.02.03.112](#) requires LEAs to administer a student engagement survey to all students in grades K through 12. For the 2018-19 school year, the SBOE only enforces its requirement to those students in grades 3 through 12 8. Some students with disabilities and English learners may not be able to participate in the survey due to the limited number of accommodations offered by the survey platform. Outcomes for students in grades 9-12, are not available until after the 2018-19 school year.

To comply with [IDAPA 08.02.03.112](#), LEAs must administer the Student Satisfaction and Engagement Survey to all students enrolled in grades 3 through 12 8 in a time period specified by the SDE. Student enrolled in multiple schools must complete a survey at each school where the student is enrolled. Student must respond to all the applicable questions in order to complete the survey.

The SDE assigns a student to a specific school based on the enrollment records submitted to the SLDS via ISEE by districts and charter schools, as well as the final student responses provided by the survey vendor. If a student completes the survey at a school where the student is not enrolled, the SDE assigns the survey result to the school(s) where the student is actually enrolled on the survey submission date. In addition, if a student completes multiple surveys for a school, the SDE keeps the earliest response and discards the rest.

The SDE may consider a student who completes a survey as non-participant for the participation rate calculation purposes, if the student:

- enters incorrect EDUID in the survey; or
- does not identify an EDUID on the survey

The SDE calculates the percentage of students satisfied and engaged using the student satisfaction and engagement survey responses submitted. This measure is only applicable to

those students who participated in the survey and does not depend on the students' continuous enrollment status.

The SDE assigns a student to a specific school based on the enrollment records submitted to the SLDS via ISEE by districts and charter schools, as well as the final student responses provided by the survey vendor. If a student completes the survey at a school where the student is not enrolled, the SDE assigns the survey result to the school(s) where the student is actually enrolled on the survey submission date. In addition, if a student completes multiple surveys for a school, the SDE keeps the earliest response and discard the rest.

A student must complete all 20 questions on the survey to receive a score in each of the three domains of engagement: Behavior, Cognitive, and Emotional. The actual survey questions are available on the Engagement Surveys page. Student responses in each domain are categorized into four engagement levels: Committed, Compliant, Disengaged, or Mixed. The SDE reports the percentage of students by engagement level for each domain on its Report Card.

The SDE also follows the procedures below to calculate the percentage of students who are engaged, which is used in the identification of school improvement status. For more information, refer to the School Identification Methodology section (p.75).

1. Calculate the average number of students who are engaged in all three domains using the following formula:

$$\frac{\begin{bmatrix} Number\ of\ students\ Committed\ in\ Behavior \\ + \\ Number\ of\ students\ Committed\ in\ Cognitive \\ + \\ Number\ of\ students\ Committed\ in\ Emotional \end{bmatrix}}{3}$$

2. Calculate the percentage of students who are committed using the following formula:

$$\frac{Average\ number\ of\ students\ Committed\ in\ all\ three\ domains\ in\ Step\ 1}{Total\ number\ of\ students\ who\ completed\ the\ survey}$$

Parent Satisfaction and Engagement Survey

[IDAPA 08.02.03.112]() requires LEAs to administer a satisfaction and engagement survey to parents. In the 2018-19 school year, LEAs met this requirement via an SBOE-approved survey created by Idaho stakeholders and administered by AdvancED.

The survey includes eight questions on satisfaction and engagement, formatted as positive statements with which the parent could indicate his or her level of agreement. The actual survey questions are available on the [Engagement Surveys]() page. Response options include:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Unsure

Each LEA is provided with a unique survey link with a drop-down list of schools from which a parent could select. However, individual parent responses are anonymous. The SDE assigns parent responses to a specific school based on the school selected in the drop-down menu. If parents select the LEA itself, and the LEA only includes a single school, the SDE assigns that response to the only eligible school. When the LEA includes more than one school, the SDE associates that parent response with the LEA-level results but does not assign it to any particular school.

The parent must respond to all eight satisfaction and engagement questions for the SDE to count it as a valid response. The SDE follows the procedures below to calculate an aggregate parent satisfaction and engagement score for a school:

1. Calculate the number of questions with which the parent agreed or strongly agreed. If the parent listed Agree or Strongly Agree for every question, that response would receive a value of 8. If the parent did not list Agree or Strongly Agree for any question, that response would receive a value of 0. Thus, each survey had a number of "response points" ranging from 0 to 8.

2. Sum the "response points" for all of the parent surveys associated with the school.

3. Sum the total number of possible "response points" for each school. Again, for each individual parent response, the total possible is 8. So, for a school, the total possible response points are the product of 8 * the total number of valid responses associated with the school.

4. Calculate the percentage of parents who are satisfied and engaged using the following formula:

Total number of response points from step 2

÷

Total number of possible response points from step 3

Staff Satisfaction and Engagement Survey

IDAPA 08.02.03.112 requires LEAs to administer a satisfaction and engagement survey to teachers. In the 2018-19 school year, LEAs met this requirement via an SBOE-approved survey created by Idaho stakeholders and administered by AdvancED. All staff members were eligible to participate.

The survey includes nineteen questions on satisfaction and engagement, formatted as positive statements with which the staff member could indicate his or her level of agreement. The actual survey questions are available on the Engagement Surveys page. Response options include:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Unsure

Each LEA is provided with a unique survey link with a drop-down list of schools from which a staff member could select. However, individual staff responses are anonymous. The SDE assigns staff responses to a specific school based on the school selected in the drop-down menu. If staff

members select the LEA itself, and the LEA only includes a single school, the SDE assigns that response to the only eligible school. When the LEA includes more than one school, the SDE associates that staff response with the LEA-level results but does not assign it to any particular school.

The staff member must respond to all nineteen satisfaction and engagement questions, along with demographic questions on primary role and experience level, for the SDE to count it as a valid response. The SDE follows the procedures below to calculate an aggregate staff satisfaction and engagement score for a school:

1. Calculate the number of questions with which the staff member agreed or strongly agreed. If the staff member listed Agree or Strongly Agree for every question, that response would receive a value of 19. If the staff member did not list Agree or Strongly Agree for any question, that response would receive a value of 0. Thus, each survey had a number of "response points" ranging from 0 to 19.

2. Sum the "response points" for all of the staff surveys associated with the school.

3. Sum the total number of possible "response points" for each school. Again, for each individual staff response, the total possible is 19. So, for a school, the total possible response points are the product of 19 * the total number of valid responses associated with the school.

4. Calculate the percentage of staff members who are satisfied and engaged using the following formula:

$$\textit{Total number of response points from step } 2$$
$$\div$$
$$\textit{Total number of possible response points from step } 3$$

Communication with Parents on Student Achievement

Coming soon when additional clarification can be provided to LEAs in order to ensure that data quality meets the intention of the use of this measure.

Additional Reporting Indicator

There are three additional indicators the SDE includes in the [Report Card](), including:

- [Teacher Workforce]() (p.59)
- [Go-on Rate]() (p.59)
- [Data from the Civil Rights Data Collection]() (p.61)

The following sections describe each measure in more detail.

Teacher Workforce

[ESEA section 1111 (h)(1)(C)(ix)]() requires the SDE to report the number and percentage of:

- Inexperienced teachers, principals, and other school leaders;
- Teachers teaching with emergency or provisional credentials; and
- Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

In addition, the SDE is committed to evaluate teacher retention rates as part of strategies for eliminating equity gaps of inexperienced teachers teaching low-income and minority students at a higher rate than other students. For more information on the state's effort on ensuring all students having equitable access to excellent educators, see the [Idaho Educator Equity Plan]().

Inexperienced Educators

The [Idaho Educator Equity Plan]() defines inexperience as the first year of practice. To calculate the total years of practice, the SDE combines a total number of prior teaching experiences in any public and non-public K-12 schools or any higher education institutions for each certified staff with instructional assignment. Districts and charter schools must accurately report prior teaching experiences to the SLDS via ISEE. See the [ISEE Items and Option Sets]() for the actual field name and definition.

Teachers with Emergency or Provisional Credentials

Coming soon.

The SBOE reviews all applications for one-year emergency provisional certification. For more information on the SBOE emergency provisional, see the [Alternative Authorizations for Districts](). In the 2017-18 school year, the SBOE approved 35 individuals with 43 endorsements

Contact Shannon Miner at 208-332-6885 or sminer@sde.idaho.gov for any questions or more information on the teachers with emergency or provisional credentials.

Out-of-Field Teachers

The [Idaho Educator Equity Plan](#) defines out-of-field teacher as a teacher who is not appropriately certified or endorsed for the area in which the teacher is teaching. Districts and charter schools must accurately report proper assignments to the SLDS via ISEE and run the Assignment Credential Staffing Report in the [ISEE Portal](#).

Teacher Retention Rate

The teacher retention rate is the percent of certified staff with instructional assignments returning to the same entity with instructional assignments. Staff does not have to hold the same instructional assignment year after year; however, any staff who moves to a non-instructional position (i.e. principal) in the following school year would not be considered retained. The districts and charter schools must accurately report proper assignments to the SLDS via ISEE.

The measure is calculated using the following formula:

$$\frac{\begin{array}{c} \textit{Number of certified staff with active instructional assignments} \\ \underline{\textit{as of September 30, 2018,}} \\ \textit{who returned to the same school/LEA/state} \\ \underline{\textit{as teacher of record, co teacher, or lead teacher}} \\ \textit{in the 2018/19 school year} \end{array}}{\begin{array}{c} \textit{Number of certified staff with active instructional assignments} \\ \underline{\textit{as of September 30, 2017,}} \\ \textit{at a school/LEA/state} \\ \underline{\textit{as teacher of record, co teacher, or lead teacher}} \\ \textit{in the 2017/18 school year} \end{array}}$$

Go-on Rate

Go-on rate is the percent of high school graduates who enroll in public or private postsecondary institution within various timeframes. Go-on rate is calculated and reported by the SBOE on

their public reporting site. For more information, contact Cathleen McHugh at 208-332-1572 or CathleenMcHugh@osbe.idaho.gov.

Data from the Civil Rights Data Collection

All LEAs complete the Civil Rights Data Collection (CRDC) once in two years. The CRDC is a survey required by the Office of Civil Rights OCR at ED. The OCR administers the CRDC to ensure educational opportunities are equally provided to all children, regardless of their race, color, national origin, sex and disability. For more information, refer to the CRDC website.

REPORTING REQUIREMENTS

The SDE strives for transparency in sharing various measures on its Report Card to inform parents, administrators, and other stakeholders about how the state, LEAs, schools are performing. The report card allows users to retrieve state, district, and school level reports for various student groups.

This section covers reporting requirements in the following areas:

- State Reporting Requirements (p.62)
- Federal Reporting Requirements (p.66)

State Reporting Requirements

This section describes the state reporting requirements in the following areas:

- Minimum N-Size(p.62)
- Rounding (p.63)
- Reporting Level (p.63)
- Subgroup Assignment (p.63)

Minimum N-Size

Although the SDE wants to help parents and other stakeholders access and understand key performance and progress indicators, the SDE is also responsible for the privacy of students and the privacy of personally identifiable information contained in students' education records under the I.C. 33-133 and 34 C.F.R. §99 2019.

To provide oversight and guidance over the collection, retention, and security of student data, the SBOE created Data Management Council (DMC). The DMC manages the public reporting redaction rules. The SDE follows the DMC policy to protect student privacy on its Report Card. Data that would result in the ability to identify the personally identifiable information (PII) of an individual is aggregated to a minimum cell size of 5, masked, or blurred. In most cases, the SDE redacts at least two cells to prevent any redacted cell from being derived from the unredacted cells.

Contact Kelly Everitt at 208-332-6818 or keveritt@sde.idaho.gov for any questions or more information on the DMC redaction rules.

> ***IMPORTANT***: *The reporting minimum n-size requirement is not the same as the accountability minimum n-size requirement.*
>
> *For identifying high- and low-performing schools, as well as assessing whether LEAs and schools are meeting the measures of interim progress, the SDE uses the minimum n-size of 20 for "All Students" and corresponding subgroups. The SDE publicly reports on its Report Card the performance of those small student groups that are exempt from the accountability calculations, as long as they meet the DMC redaction rules.*
>
> *For more information, refer to the School Identification Methodology section (p.75) and the Goals and Targets section (p. 67).*

Rounding

Unless specified in this document, the SDE rounds numbers to the nearest 10th for reporting purposes.

Reporting Level

The SDE reports Federal and State Required Indicators at the state, LEA, and school-level on its Report Card. Some indicators and measures are only reported at the state, LEA, or school-level.

For a comprehensive list of LEAs, schools, and their accountability data in Excel, refer to the Accountability page.

Subgroup Assignment

The SDE reports all measures and indicators for "All Students" and various student groups of interest, including:

- Major Racial & Ethnic Groups
- Students with Disabilities
- English Learners
- Economically Disadvantaged Students
- Gender
- Migrant Students
- Homeless Children and Youth
- Children in Foster Care
- Military Connected Students

Each indicator has different subgroup reporting requirements. Students are assigned to the relevant groups using the following list of business rules.

Major Racial & Ethnic Group

Major Racial & Ethnic Group is the latest racial/ethnic data submitted by the district or charter school via ISEE. If multiple racial/ethnic groups are identified for a student, the student is considered multicultural/multiethnic/multiracial for reporting purposes.

Students with Disabilities

Students with disabilities are those students who had an active Individualized Education Program (IEP) on the testing/reporting date, as submitted by the district or charter school via ISEE. Students who are only on a 504 plan are not part of this subgroup.

For the Graduation Rate Indicator, students with disabilities are those students who have ever had an IEP during the four years of their cohort period.

English Learners

English Learners are those students who are eligible for the English language instruction educational program (LIEP) on the testing/reporting date based on the EL Entry Date submitted by the district or charter school via ISEE [prior to the 2017-18 school year] or in the English Learner Management System (ELMS) [starting in the 2018-19 school year]. Specifically, English Learners have the EL status of L1, LE, or EW on the testing/reporting date.

For ISAT/IDAA Proficiency Rate in ELA/literacy, ISAT/IDAA Proficiency Rate in Mathematics, and ISAT/IDAA Proficiency Rate in Science/EOC, Student Growth toward Proficiency - ISAT ELA/literacy, and Student Growth toward Proficiency - ISAT Mathematics, English Learners also include English learners who exited the LIEP but are being monitored by the LEA for the first two years. These students have the EL status of X1 or X2 on the testing/reporting date.

For the Graduation Rate Indicator, English Learners are those students who have ever been identified to be eligible for the LIEP during the four years of their cohort period.

Economically Disadvantaged Students

For the 2017-18 school year and earlier, economically disadvantaged students are those students who have ever been identified in the reporting year as CEP, Provision 2 School Attendee, Free Lunch Eligible, or Reduced-Price Lunch Eligible, as submitted in the lunchStatus field by the district or charter school via ISEE. The SDE overwrites the Lunch Status field for all students at CEP schools as Free Lunch Eligible.

Starting in the 2018-19 school year, economically disadvantaged students are those students who have ever been identified in the reporting year as Free Lunch Eligible, Reduced Lunch Eligible, Direct Certified, or Survey – Household Income, as submitted in the econDisStatus field by the district or charter school via ISEE. Students whose participation eligibility in the Free

For the Graduation Rate Indicator, economically disadvantaged students are those students who have ever been identified as economically disadvantaged during the four years of their cohort period.

Gender
Gender is the latest gender submitted by the district via ISEE.

Migrant Students
Migrant students are those students who are eligible for the Migrant Education Program (MEP) on the testing/reporting date based on the Qualifying Arrival Date (CAD) submitted by the district or charter school via Migrant Student Information System (MSIS).

For the Graduation Rate Indicator, migrant students are those students who have ever been identified to be eligible for the MEP during the four years of their cohort period.

Homeless Children and Youth
Homeless children and youth are those students who have ever been identified in the reporting year as homeless in the homeless field submitted by the district or charter school via ISEE.

For the Graduation Rate Indicator, homeless children and youth are those students who have ever been identified as homeless during the four years of their cohort period.

Children in Foster Care
Children in foster care are those students who have ever been part of the foster care program in the reporting year, as reported by the Idaho Department of Health and Welfare (DHW). Under a data sharing agreement, the SDE receives the foster care data from the DHW five days a week. Starting the 2017-18 school year, this source replaced the "inFosterCare" field that used to be part of the ISEE data collection.

For the Graduation Rate Indicator, children in foster care are those students who have ever been part of the foster care program during the four years of their cohort period.

Military Connected Students
Military connected students are those students who have ever been identified in the reporting year as having a parent who is a member of the Armed Forces on active duty, which includes a parent on full-time National Guard duty, as reported in the militaryConnected field by the

district or charter school via ISEE. Students with a field value of "Unable to provide" are included in the "Not Military Connected" group.

For the Graduation Rate Indicator, military connected students are those students whose parent has ever been a member of the Armed Forces on active duty during the four years of their cohort period.

Federal Reporting Requirements

The SDE does not share any individual student information with the U.S. Department of Education (ED); however, the SDE annually submits various non-redacted aggregated data to the ED. The ED applies its own redaction rules to protect potentially student identifiable information.

For more information on federally collected data elements, visit the EDFacts Initiative.

GOALS AND TARGETS

This section describes goals and targets that provide a fair and accurate picture of school success and helps parents, teachers, school leaders, and state officials understand where students are struggling and how to support them.

Inclusion Criteria

For evaluating LEA and school performance against long-term goals, measurements of interim progress, and participation targets in a statistically sound manner, the SBOE has established the minimum n-size of 20 as the accountability minimum n-size requirement. The SDE only calculates the attainment status for any subgroups that meet this requirement by containing 20 or more students.

For the purpose of identifying Goal Maker (p.91), the SDE uses the minimum n-size of 5 for all students group.

IMPORTANT: The accountability n-size requirement is not the same as reporting minimum n-size requirement.

For reporting purposes, the SDE uses the minimum n-size of 5 for "All Students" and any other student subgroups. The SDE publicly reports on its Report Card the performance of those small student groups that are exempt from the long-term goal and measurements of interim progress attainment status calculations, as long as they meet the redaction rules detailed in the Reporting Requirements section (p.62).

Long-Term Goals and Measurements of Interim Progress

To comply with ESEA section 1111(c)(4)(A), the SBOE has established long-term goals and measurements of interim progress for ISAT/IDAA Proficiency Rate in ELA/literacy, ISAT/IDAA Proficiency Rate in Mathematics, Student Growth toward Proficiency - ELPA, ~~and~~ Four-year Cohort Graduation Rate, and Five-year Cohort Graduation Rate for a required set of subgroups. The long-term goals and measurements of interim progress supersede Adequate Yearly Progress (AYP), Annual Measurable Achievement Objectives (AMAOs), and Annual Measurable Objectives (AMOs) under the ESEA, as amended by NCLB of 2001 and the ESEA Flexibility Waiver.

Failure to meet these goals and targets does not result in any corrective actions. However, the SDE publicly reports the long-term goals and measurements of interim progress, as well as the attainment status for all LEAs and schools and the state on its Report Card.

For the rationale behind these rules, see the Idaho Consolidated State Plan.

Long-term Goals

Based on the 2016 (or 2017 for ELPA Growth toward Proficiency), baseline performance, the SBOE has established the following long-term goals:

- For ISAT/IDAA Proficiency Rate in ELA/literacy and ISAT/IDAA Proficiency Rate in Mathematics, the goal is to reduce the percentage of students who are non-proficient by 1/3 over six years.

- For Student Growth toward Proficiency - ELPA, the goal is to reduce the percentage of English Learners who are not making expected progress by 1/3 over five years.

- For Four-year Cohort Graduation Rate, the goal is to reduce the percentage of students who are not graduating by 3/4 over six years. This goal aligns with the SBOE's pre-established goal of achieving the four-year cohort graduation rate of 95% by 2023.

- For Five-year Cohort Graduation Rate, the goal is to reduce the percentage of students who are not graduating by 3/4 over five years.

See the next section for the actual figures.

Measurements of Interim Progress

ISAT/IDAA Proficiency Rate
The difference between the long-term goal and the baseline is divided by 6 to determine the measurements of interim progress for each year. See Table 7 (p.69) and Table 8 (p.69) for the actual figures.

Student Growth toward Proficiency - ELPA
The difference between the long-term goal and the baseline is divided by 5 to determine the measurements of interim progress for each year. See Table 9 (p.70) for the actual figures.

Four-year Cohort Graduation Rate
The difference between the long-term goal and the baseline is divided by 6 to determine the measurements of interim progress for each year. See Table 10 (p.70) for the actual figures.

Five-year Cohort Graduation Rate
The difference between the long-term goal and the baseline is divided by 5 to determine the measurements of interim progress for each year. See Table 11 (p.71) for the actual figures.

Table 7. ISAT/IDAA ELA/Literacy Proficiency Long-term Goal & Measurements of Interim Targets

Subgroup	2016	2017	2018	2019	2020	2021	2022
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%
Asian	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%

Note: 2016 Baseline, 2022 Long-term Goal, 2017-2021 Interim Targets

Table 8. ISAT/IDAA Mathematics Proficiency Long-term Goal & Measurements of Interim Targets

Subgroup	2016	2017	2018	2019	2020	2021	2022
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%
Asian	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%

Note: 2016 Baseline, 2022 Long-term Goal, 2017-2021 Interim Targets

Table 9. ELPA Growth toward Proficiency Long-term Goal and Measurements of Interim Targets

2017 Baseline	2018	2019	2020	2021	2022	2023 Goal
48.00%	51.50%	75.80%	77.53%	79.26%	80.98%	82.71%

Note: 2017 Baseline, 2022 Long-term Goal, 2017-2021 Interim Targets. The ELPA growth toward proficiency long-term goal and measurements of interim targets are adjusted to use the 2018 data (74.07% making expected progress) as its baseline and set the 2023 long-term goal and 2019-2022 interim targets in the amended Idaho Consolidated State Plan, based on new exit criteria and newly established targets for meeting progress.

Table 10. Four-year Cohort Graduation Rate Long-term Goal and Measurements of Interim Targets

Subgroup	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%
Asian	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%

Note: Class of 2016 Baseline, Class of 2022 Long-term Goal, Class of 2017-2021 Interim Targets

Table 11. Five-year Cohort Graduation Rate Long-term Goal and Measurements of Interim Targets

Subgroup	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
All Students	82.0%	84.7%	87.4%	90.1%	92.8%	95.5%
Asian	88.0%	89.8%	91.6%	93.4%	95.2%	97.0%
American Indian or Alaskan Native	67.5%	72.4%	77.3%	82.1%	87.0%	91.9%
Black / African American	75.6%	79.3%	82.9%	86.6%	90.2%	93.9%
Hispanic or Latino	78.4%	81.6%	84.9%	88.1%	91.4%	94.6%
Native Hawaiian / Other Pacific Islander	79.7%	82.7%	85.8%	88.8%	91.9%	94.9%
Two Or More Races	79.3%	82.4%	85.5%	88.6%	91.7%	94.8%
White	83.1%	85.6%	88.2%	90.7%	93.2%	95.8%
Students with Disabilities	65.5%	70.7%	75.9%	81.0%	86.2%	91.4%
English Learners	79.3%	82.4%	85.5%	88.6%	91.7%	94.8%
Economically Disadvantaged	75.0%	78.8%	82.5%	86.3%	90.0%	93.8%

Note: Class of 2017 Baseline, Class of 2022 Long-term Goal, Class of 2018-2021 Interim Targets

ISAT/IDAA Participation Rate Target

Student participation is critical in ensuring assessment results are accurate and representative of what students know and can do. IDAPA 08.02.03.112.05.e.i. states,

> *"Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency."*

To comply with the above requirements, the SBOE has established the following procedures to identify student groups that are not meeting the 95% participation rate target.

1. Evaluate whether the denominator meets the minimum n-size of 10. If the denominator contains greater than or equal to 10 students, move to Step 2.

2. Evaluate whether the number of non-participants for the reporting year is less than or equal to 2. If the number of non-participants is greater than 2, move to Step 3.

3. Evaluate whether the selected student group can meet the 95% participation rate target. Refer to the Assessment Participation Indicator section (p.18) for more information on participation rate calculations. If the group cannot meet the 95% participation rate target by rounding its participation rate to the nearest 10th, move to Step 4.

4. Evaluate whether the selected student group can meet the 95% participation rate target using its three-year average participation rate. The SDE calculates three-year average participation rate for each student group and subject as:

$$\left[\begin{array}{c} 2017\ Participation\ Rate + 2018\ Participation\ Rate \\ + 2019\ Participation\ Rate \end{array} \right] \div 3$$

Failure to meet the target requires LEAs and schools to write a plan to improve participation by increasing parent involvement activities. The SBOE also notifies the local school board that the school or LEA has failed to meet the 95% participation rate target and that this is reflected on the SDE's Report Card.

The SDE supports the school or LEA to write a parent outreach plan that addresses how it engages parents and community members to meet the 95% participation rate target. In addition, the SDE develops policies requiring the LEA to use a portion of its funds pursuant to 33-320, Idaho Code (Continuous Improvement Plans) for local school board and superintendent training on data-driven decision-making and assessment literacy.

If a school meets at least 95% participation rate in any year, the school is not required to submit a parent outreach plan for the following year.

Contact Karen Seay at 208-332-6978 or kseay@sde.idaho.gov for any questions or more information on the ISAT/IDAA participation rate targets and parent outreach plan.

IRI Literacy Growth Target

IDAPA 08.02.01.802 requires LEAs set their own targets for the IRI Proficiency Rate measure based on the LEA's available resources and student demographics. The SBOE conducts an annual review on the IRI proficiency rates and annual improvement against the statewide targets for the year over year increases in the percentage of students reading at grade level as follows (IDAPA 08.02.01.802.01):

Year 1 and 2

- Kindergarten – 1%.
- Grade 1 – 1%.
- Grade 2 – 1%.
- Grade 3 – 1%.

Year 3, 4, 5, and 6

- Kindergarten – 1.8%.
- Grade 1 – 2%.
- Grade 2 – 1.6%.
- Grade 3 – 1.2%.

Contact Alison Henken at 208-332-1579 or Alison.Henken@osbe.idaho.gov for any questions or more information on the IRI literacy growth targets.

IDEA Performance Target

In addition to the goals and targets described in this section, all LEAs with students with disabilities also have to meet the goals and targets outlined in the State Performance Plan (SPP)/Annual Performance Report (APR). Failure to meet these targets may impact LEA determinations, as well as the reduction of maintenance of effort.

Contact Charlie Silva at 208-332-6808 or csilva@sde.idaho.gov for more information on these Individuals with Disabilities Education Act (IDEA) requirements.

SCHOOL IDENTIFICATION METHODOLOGY

ESEA section 1111(c)(4)(D) requires the state to establish a methodology to meaningfully identify schools for additional state assistance and resources. Idaho recognizes schools with high performance. The following sections describe how the SDE identifies schools for:

- Comprehensive Support and Improvement (p.75)
    - Lowest-Performing (CSI Up)
    - Low High School Graduation Rates (CSI Grad)
    - Chronically Low-Performing Subgroup

- Targeted Support and Improvement (TSI) (p.83)
    - Consistently Underperforming Subgroup (TSI)

- Additional Targeted Support and Improvement (p.87)
    - Low-Performing Subgroup (ATSI)

- Performance Recognition (p.88)
    - High Performer
    - Goal Maker

For more information on the school identification methodology, refer to the Idaho Consolidated State Plan. No new CSI Up and CSI Grad schools are identified for the 2019-20 school year based on the 2018-19 accountability measures. However, the SDE continues to monitor CSI identification data annually, even during an off-cycle year. The SDE annually identifies TSI and ATSI schools, as well as high performers and goal makers.

Comprehensive Support and Improvement (CSI)

There are three types of comprehensive support and improvement schools, including:

- Lowest-Performing (CSI Up) (p.76);
- Schools with 4-year graduation rate below 67% (p.80); and
- Chronically Low-Performing Subgroups (p.83).

Lowest-Performing (CSI Up)

The SDE identifies lowest-performing (CSI Up) schools for comprehensive support and improvement by calculating weighted composite values. Any schools, regardless of their Title I status, at or below the bottom 5 percent in the weighted composite value are considered CSI Up.

This section includes the following information on identifying CSI Up schools for comprehensive support and improvement using weighted composite value:

- Identification Schedule
- Indicators
- N-Size
- Calculation Process
- Qualitative Data Review Process
- Exiting Criteria

Identification Schedule

Beginning in the 2018-19 school year, the SDE identifies CSI Up schools every three years. The SDE continues to monitor identification data annually, even during an off-cycle year.

Indicators

The SDE uses a subset of measures that are part of the Federal and State Required Indicators to identify CSI Up schools. These measures are specific to each School Category. To identify CSI Up schools, the SDE uses the results for all students group for these measures. Since the [Student Growth toward Proficiency - ELPA](#) measure is only applicable for English Learners, all students group for this measure by definition only includes English Learners. For the initial identification, the SDE uses data from the 2017-18 school year, except for the Four-year Cohort Graduation Rate measure, which lags the other measures by one year. For more information on each measure, click the link in Table 12.

Table 12. Measures used in the Identification of Comprehensive Support and Improvement

Measure	K-8 Schools	High Schools	Alternative High Schools	Weight
Academic Achievement Indicator				
[ISAT/IDAA Proficiency Rate in ELA/literacy](#) (p.30)	Yes	Yes	Yes	*

Measure	K-8 Schools	High Schools	Alternative High Schools	Weight
ISAT/IDAA Proficiency Rate in Mathematics (p.31)	Yes	Yes	Yes	*
Student and English Learner Progress Indicator				
Student Growth toward Proficiency - ISAT ELA/literacy (p.39)	Yes	No	No	*
Student Growth toward Proficiency - ISAT Mathematics (p.40)	Yes	No	No	*
Student Growth toward Proficiency - ELPA (p.41)	Yes	Yes	Yes	*
Graduation Rate Indicator				
Four-year Cohort Graduation Rate (p.47)	No	Yes	Yes	*
School Quality Indicator				
College and Career Readiness Course Enrollment (p.51)	No	Yes	Yes	**
Student Engagement Survey (p.54)	Yes	No	No	**

Note. *"Yes" indicates calculation requirement.*
*Weight – 90% - equal distribution across applicable measures
**Weight – 10%

For those schools that only serve students in grades K through 2, the Academic Achievement Indicator is "based on the third grade test scores of the students who previously attended that feeder school (IDAPA 08.02.03.112.05.f.v.)." Since some schools do not have a one-to-one feeder relationship, the SDE maps the students in grade 3 back to where they were enrolled in grade 2 based on their EDUID. The students have to be continuously enrolled both in grade 2 and grade 3 to be part of the Academic Achievement indicator.

N-Size

The AOC at the SBOE has established the minimum n-size of 20 as part of the accountability requirements. ~~For any of the measures where data for fewer than 20 students is available in the single year, t~~The SDE combines the last three years of data and determines whether the combined data meets the minimum n-size of 20. The Student Growth toward Proficiency - ELPA measure and measures under the School Quality Indicator only have two years of data available.

Calculation Process

To create a weighted composite value that identifies CSI Up schools, the SDE first calculates for ~~percentile ranks~~ a three year weighted average for each measure. The SDE then applies the weights to each measure to calculate the weighted composite value. Specifically, the SDE uses the following procedures to identify CSI Up schools:

1. For each indicator used in school identification, combine the performance of students in the school for the most recent three years and calculate a weighted average. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.

2. For a selected measure, order all schools, regardless of their Title I status, within their specific school category from high to low ~~performance~~ weighted average calculated in Step 1. If a school does not meet the N-Size for a particular measure, the SDE excludes the school from the ranking of that measure.

3. Assign a rank to each school. Rank is the number of schools performing below a selected school. For example, the lowest performing school receives the rank of 0, as no school exists below that school. Those schools with the same performance receive the same highest rank.

4. Calculate the percentile ranks. For a selected school, the percentile rank is derived as:

$$\left[\frac{\text{Rank determined in Step 3}}{\text{Total number of schools within the same school category in the selected measure}}\right] \times 100$$

If the rank determined in Step 3 is zero, the school receives the percentile rank of zero.

5. Repeat Steps 1 through 4 for all measures.

6. Multiply the percentile ranks by the weights described in Table 12. The weights are school-specific, as a school may or may not satisfy the N-Size for each and every measure. If the School Quality Indicator does not meet the N-Size, the SDE calculates a weighted composite value by equally distributing 100% of the weight across applicable measures.

    A K-8 school must have at least one academic achievement indicator and at least one academic progress indicator meeting the N-Size to receive a weighted composite value. Similarly, a high school and an alternative high school must have at least one academic achievement indicator and graduation rate indicator meeting the N-Size to receive a weighted composite value.

    For any schools that fail to meet these inclusion criteria, refer to the Qualitative Data Review Process (p.79).

7. Calculate a composite value for each school by summing the weighted percentile ranks.

8. Rank Title I schools from highest to lowest within their School Category based on their composite value.

9. Calculate each Title I school's percentile rank on the composite value within their School Category using the formula presented in Step 3.

10. Identify the composite value that captures the bottom 5% of Title I schools for each School Category (i.e. a percentile rank of at most 5.00).

11. Designate any schools, regardless of their Title I status, with a composite value at or below the 5% threshold identified in Step 9 for each School Category, as CSI Up.

Qualitative Data Review Process

The SDE convenes a committee to review de-identified list of schools that do not receive a composite value, along with their Title I Status and Grades Served by each School Category. For more information on the qualitative review process, refer to the Idaho Consolidated State Plan.

For the 2018 identification, the committee identified a school as CSI Up when the school met the following criteria:

- the performance is at 0%, within the first quintile, or below the highest performance among CSI Up schools, for the Academic Achievement Indicator;

- the performance is at 0%, within the first quintile, or below the highest performance among CSI Up schools, for the Student and English Learner Progress or Graduation Rate indicator; and

- the school has three-years of data.

Exiting

CSI Up schools remain in their status for at least three years. To exit the CSI Up status after three years, a school must:

- No longer meet the eligibility criteria for comprehensive support and improvement; ~~or~~ and

- Achieve ISAT/IDAA Proficiency Rate for ELA/literacy and ISAT/IDAA Proficiency Rate for Mathematics results above the 20th percentile among all schools within each school category for the all student group; and

- Articulate in writing a plan for sustaining improved student achievement. Once identified, the CSI Up school must submit the plan to and receive an approval from the State Technical Assistance Team (STAT).

   This sustainability plan must articulate measurable goals, aligned strategies, and a robust monitoring plan. This sustainability plan must also explain how the school maintains a strong rate of growth and change for students while addressing how the school intends to ensure sustainability without additional improvement funds.

Schools with 4-year graduation rate below 67% (CSI Grad)

The SDE also identifies high schools and alternative high schools with low high school graduation rates for comprehensive improvement and support by calculating three-year weighted average cohort graduation rates. Any school, regardless of their Title I status, at or below 67% in three-year weighted average cohort graduation rates are considered CSI Grad.

This section includes the following information on identifying CSI Grad schools for comprehensive support and improvement using three-year average cohort graduation rates:

- Identification Schedule
- Indicators
- N-Size
- Calculation Process
- Qualitative Data Review Process
- Exiting Criteria

Identification Schedule

Beginning in the 2018-19 school year, the SDE identifies CSI Grad schools every three years. The SDE continues to monitor identification data annually, even during an off-cycle year.

Indicators

The SDE uses the Four-year Cohort Graduation Rate measure to identify CSI Grad schools. For the initial identification, the SDE uses data for all students group from the 2014-15, 2015-16, and 2016-17 school years. For more information on the measure, refer to the Four-year Cohort Graduation Rate section (p.47).

Beginning in 2021, the SDE identifies all high schools in the state with a Five-year cohort graduation rate less than 67% based on a three-year weighted average.

N-Size

The AOC at the SBOE has established the minimum n-size of 20 as part of the accountability requirements. A school must have a total of at least 20 cohort members for the three combined years. For any schools that fail to meet the N-Size, refer to the Qualitative Data Review Process (p.82).

IMPORTANT: The accountability n-size requirement is not the same as reporting minimum n-size requirement.

For reporting purposes, the SDE uses the minimum n-size of 5 for "All Students" and any other student subgroups. The SDE publicly reports on its Report Card the performance of those small student groups that are exempt from the school identification status calculations, as long as they meet the redaction rules detailed in the Reporting Requirements section (p.62).

Calculation Process

To create three-year <u>weighted</u> average cohort graduation rates, the SDE first combines numerator and denominator of the Four-year Cohort Graduation Rate measure across the previous three years.

The SDE then calculates the three-year average cohort graduation rate as:

$$\left[\frac{\begin{array}{c}\textit{Number of last three cohort members} \\ \textit{who earned a regular high school diploma} \\ \textit{that fully aligns with the Idaho Content Standards}\end{array}}{\textit{Total number of last three cohort members}} \right] \times 100$$

Finally, the SDE identifies any high schools and alternative high schools, regardless of their Title I status, with the three-year <u>weighted</u> average graduation rate at or below the 67% threshold as CSI Grad schools.

Qualitative Data Review Process

For any schools that do not receive a three-year <u>weighted</u> cohort graduation rate, the SDE convenes a review committee to conduct a qualitative data review. The committee members together review de-identified list of schools that do not receive a three-year <u>weighted</u> cohort graduation rate, along with their Title I Status and Grades Served by each School Category. For more information on the qualitative review process, refer to the [Idaho Consolidated State Plan](#).

<u>For the 2018 identification, the committee identified a school as CSI Grad when</u> the three-year average cohort graduation rate is at or below the 67%.

Exiting

~~CSI Grad schools remain in their status for at least three years.~~ To exit the CSI Grad status ~~after three years~~, a school must:

- Exceed 67% in the Four-year Cohort Graduation Rate measure in two consecutive years for the all students group<u>; or</u>

- Three-year average exceeds 67%.

Chronically Low-Performing Subgroups

The SDE identifies schools that do not improve after receiving additional targeted support and improvement for three consecutive years as schools with chronically low-performing subgroups.

This section includes the following information on identifying schools with chronically low-performing subgroup(s):

- Identification Schedule
- Indicators
- N-Size
- Calculation Process
- Exiting Criteria

Identification Schedule

Beginning in the 2021-22 school year, the SDE identifies schools with chronically low-performing subgroups every three years. The SDE continues to monitor identification data annually, even during an off-cycle year.

Indicators

The indicators used for the identification of schools with chronically low-performing subgroups are the same as those for the identification of ATSI schools. For more information, refer to the Additional Targeted Support and Improvement (ATSI) section (p.87)

Inclusion Criteria

Any schools identified as ATSI for three consecutive years automatically becomes schools with chronically low-performing subgroups.

Calculation Process

Any schools identified as ATSI for three consecutive years automatically becomes schools with chronically low-performing subgroups.

Exiting

TBD

Targeted Support and Improvement (TSI)

Schools with consistently underperforming subgroups receive targeted support and improvement (TSI). The SDE does not identify any schools eligible for CSI Up or CSI Grad as eligible for TSI.

Consistently Underperforming Subgroups

The SDE identifies TSI schools with consistently underperforming subgroup(s) by calculating performance gaps in a subset of measures that are part of the ~~Federal and State Required~~ Lowest-Performing (CSI Up) indicators. The SBOE defines consistent underperformance as 35 percentage points gap for three consecutive years between students who are and are not part of a particular subgroup.

This section includes the following information on identifying TSI schools using performance gaps:

- Identification Schedule
- Indicators
- Inclusion Criteria
- Calculation Process
- Exiting Criteria

Identification Schedule

Beginning in the 2018-19 school year, the SDE annually identifies TSI schools. The SDE publicly identifies the status of targeted support and improvement on its Report Card.

Indicators

The SDE uses a subset of measures that are part of the ~~Federal and State Required~~ Lowest-Performing (CSI Up) (p.76) indicators to identify TSI schools. These measures are specific to each School Category. To identify TSI schools, the SDE uses any measures that meet the N-Size for each of those three years to calculate a performance gap between students who are and are not part of the following subgroups:

- Economically Disadvantaged Students
- English Learners
- Major Racial & Ethnic Group
- Students with Disabilities

For more information on each subgroup, refer to the Subgroup Assignment section (p63).

The SDE uses data from the 2016-17, 2017-18, 2018-19 school years, except for the Four-year Cohort Graduation Rate measures, which lag the other measures by one year. For more information on each measure, click the link in Table 13.

Table 13. Measures used in the Identification of Targeted Support and Improvement Identification

Measure
Academic Achievement Indicator
~~IRI Proficiency Rate (p.29)~~
ISAT/IDAA Proficiency Rate in ELA/literacy (p.30)
ISAT/IDAA Proficiency Rate in Mathematics (p.31)
~~ISAT/IDAA Proficiency Rate in Science/EOC (p.32)~~
Student and English Learner Progress Indicator
Student Growth toward Proficiency - ISAT ELA/literacy (p.39)
Student Growth toward Proficiency - ISAT Mathematics (p.40)
Graduation Rate Indicator
Four-year Cohort Graduation Rate (p.47)
~~Five-year Cohort Graduation Rate (p.48)~~
College/Career Readiness Indicator
~~Advanced Mathematics Course Enrollment (p.49)~~
~~College and Career Readiness Course Enrollment (p.51)~~
School Quality Indicator
Student Engagement Survey (p.54)

~~Pending approval of the plan.~~

N-Size

The AOC at the SBOE has established the minimum n-size of 20 as part of the accountability requirements. A school must have an average of 20 students over the previous three years in both subgroup and non-subgroup. That is, if the sum of denominators from the previous three years divided by 3 is equal to or greater than 20, then the (non-)subgroup meets the n-size.

IMPORTANT: The accountability n-size requirement is not the same as reporting minimum n-size requirement.

For reporting purposes, the SDE uses the minimum n-size of 5 for "All Students" and any other student subgroups. The SDE publicly reports on its [Report Card]() the performance of those small student groups that are exempt from the school identification status calculations, as long as they meet the redaction rules detailed in the [Reporting Requirements]() section (p.62).

Calculation Process

The SDE uses the following procedures to identify TSI schools based on a performance gap:

1. For a selected measure, identify performance gap between students who are and are not part of each of the subgroups by using the following formula, using the 2018-19 data:

> *Performance for students who are not part of the selected subgroup*
>
> *—*
>
> *Performance for students who are part of the selected subgroup*

   For example, students whose self-identified racial and ethnic group is White are compared to students who are in other racial and ethnic groups.

2. Repeat Step 1 using the 2016-17 and 2017-18 data. Schools must have three years of data.

3. Sum the gaps determined in Step 1 and Step 2 and divide the sum by 3.

4. Designate any schools, regardless of their Title I status, with an average gap of 35 percentage points or greater, as TSI schools. When a subgroup meets or exceeds the interim progress goal for a given indicator, a school is excluded from TSI identification for that student group and indicator combination. For a listing of these targets, see the Measurements of Interim Progress section (p.68).

Exiting

The SDE annually runs the calculation to identify TSI schools. To exit the TSI status, a school must close the average gap to be less than 35 percentage points by increasing the subgroup performance or meet the Measurements of Interim Progress (p.68).

Additional Targeted Support and Improvement (ATSI)

Schools with low-performing subgroups receive additional targeted support and improvement (ATSI). The SDE does not identify any schools eligible for CSI Up or CSI Grad as eligible for ATSI.

Low-Performing Subgroups

The SDE identifies ATSI schools with low-performing subgroup(s) by calculating weighted composite values. Unlike the CSI Up schools identified based on the weighted composite values for all students group, the SDE identifies ATSI schools based on the weighted composite values for subgroups.

This section includes the following information on identifying ATSI schools using weighted composite value:

- Identification Schedule
- Indicators
- N-Size
- Calculation Process
- Exiting Criteria

Identification Schedule

Beginning in the 2018-19 school year, the SDE annually identifies ATSI schools. The SDE publicly identifies the status of additional targeted support and improvement on its Report Card.

Indicators

The indicators used for the identification of ATSI schools are the same as those for the identification of CSI Up schools. These measures are specific to each School Category. For more information, refer to the Lowest-Performing (CSI Up) section (p.76). Instead of the all students group, the SDE runs the calculation for each of the following subgroups:

- Economically Disadvantaged Students
- English Learners
- Major Racial & Ethnic Group
- Students with Disabilities

For more information on each subgroup, refer to the Subgroup Assignment section (p63).

N-Size

The AOC at the SBOE has established the minimum n-size of 20 as part of the accountability requirements. For any of the measures where data for fewer than 20 students is available in the single year, the SDE combines the last three years of data and determines whether the combined data meets the minimum n-size of 20. The Student Growth toward Proficiency - ELPA measure and measures under the School Quality Indicator only have one year of data available.

> **IMPORTANT**: *The accountability n-size requirement is not the same as reporting minimum n-size requirement.*
>
> *For reporting purposes, the SDE uses the minimum n-size of 5 for "All Students" and any other student subgroups. The SDE publicly reports on its Report Card the performance of those small student groups that are exempt from the school identification status calculations, as long as they meet the redaction rules detailed in the Reporting Requirements section (p.62).*

Calculation Process

The calculation process used for the identification of ATSI schools is the same as that for the identification of CSI Up schools. For more information, refer to the Lowest-Performing (CSI Up) section (p.76).

If the composite value for any of the subgroups is below that for the highest performing school among the CSI Up schools, the SDE identifies the school as ATSI schools. The SDE identifies CSI Up schools every three years. However, the SDE recalculates composite cuts every year, as ATSI is an annual identification.

Exiting

The SDE annually runs the calculation to identify ATSI schools. To exit the ATSI status, a school must no longer meet the eligibility criteria for additional targeted support.

If a school is identified for ATSI for three consecutive years, the SDE identifies the school for comprehensive support and improvement based on chronically low-performing subgroups. For more information, refer to the Chronically Low-Performing Subgroups section (p.83)

Performance Recognition

There are two types of performance recognitions, including:

- High Performing (p.89)
- Goal Maker (p.91)

High Performing

The SDE annually recognizes High Performing schools whose CSI Up measures are in the 90th percentile rank or above. A school can be identified as High Performing, regardless of their CSI/TSI/ATSI statuses.

This section includes the following information on identifying High Performing schools:

- Identification Schedule
- Indicators
- N-Size
- Calculation Process

Identification Schedule

Beginning in the 2018-19 school year, the SDE annually identifies High Performing schools. The SDE publicly identifies the status of high performance on its Report Card.

Indicators

The indicators used for the identification of high-performing schools are the same as those for the identification of CSI Up schools. For more information, refer to the Lowest-Performing (CSI Up) section (p.76).

N-Size

The AOC at the SBOE has established the minimum n-size of 20 as part of the accountability requirements. ~~For any of the measures where data for fewer than 20 students is available in the single year, t~~ The SDE combines the last three years of data and determines whether the combined data meets the minimum n-size of 20. The Student Growth toward Proficiency - ELPA measure and measures under the School Quality Indicator only have two years of data available.

> *IMPORTANT: The accountability n-size requirement is not the same as reporting minimum n-size requirement.*
>
> *For reporting purposes, the SDE uses the minimum n-size of 5 for "All Students" and any other student subgroups. The SDE publicly reports on its Report Card the performance of those small student groups that are exempt from the school identification status calculations, as long as they meet the redaction rules detailed in the Reporting Requirements section (p.62).*

Calculation Process

The calculation process used for the identification of High Performing schools is similar to that for the identification of CSI Up schools. The SDE calculates percentile ranks for each measure but does not calculate a weighted composite value. Specifically, the SDE uses the following procedures to identify High Performing schools:

1. For each indicator used in school identification, combine the performance of students in the school for the most recent three years and calculate a weighted average. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.

2. For a selected measure, order all schools, regardless of their Title I status, within their specific school category from high to low ~~performance~~ weighted average calculated in Step 1. If a school does not meet the N-Size for a particular measure, the SDE excludes the school from the ranking of that measure.

3. Assign a rank to each school. Rank is the number of schools performing below a selected school. For example, the lowest performing school receives the rank of 0, as no school exists below that school. Those schools with the same performance receive the same highest rank.

4. Calculate the percentile ranks. For a selected school, the percentile rank is derived as:

$$\left[\frac{\text{Rank determined in Step 3}}{\text{Total number of schools within the same school category in the selected measure}} \right] \times 100$$

   If the rank determined in Step 3 is zero, the school receives the percentile rank of zero.

5. Repeat Steps 1 through 4 for all measures.

6. Rank Title I schools from highest to lowest within their School Category for each measure.

7. Designate the top 10% of any schools, regardless of their Title I status, for each measure and School Category (i.e. a percentile rank of at least 90.00) as High Performing schools. If there is no 90th percentile exists within a School Category, schools with the highest performance for that measure are identified as High Performing schools.

Goal Maker

The SDE publicly reports the Long-Term Goals and Measurements of Interim Progress, as well as the attainment status for all LEAs and schools and the state on its Report Card. The SDE annually recognizes those schools that meet the Measurements of Interim Progress as Goal Makers. For more information, refer to the Long-Term Goals and Measurements of Interim Progress section (p.67).

Appendix I. **List of Exempt Schools**

The SDE excludes the following schools from the LEA- and school-level [Report Card](#) due to adjudicated placement of their students. The students at these schools are still reported at the state-level.

LEA (LEAID)	School (School ID)
Orofino Joint District (171)	Idaho Youth Challenge Academy Spring Alternative (1361)
Orofino Joint District (171)	Idaho Youth Challenge Academy Fall Alternative (1362)
Emmett Independent District (221)	The Patriot Center Alternative (1111)

The SDE excludes the following schools from the school-level [Report Card](#). The students at these schools are still reported at the LEA- and state-levels.

LEA (LEAID)	School (School ID)	Reason for Exemption
Joint School District No.2 (002)	Rebound School of Opportunity Alternative (1297)	Alternative to LEA's Alternative School
Varies	Northwest Children's Home	District-to-agency contract, IEPs overseen by the LEA