

BUSINESS RULES

2025 Accountability and Reporting

DRAFT



IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

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If you have any questions or would like to receive additional information, contact:

Idaho State Department of Education
Assessment and Accountability
PO Box 83720
Boise, ID 83720-0036
Phone: 208-332-6800
Fax: 208-334-2228
assessments@sde.idaho.gov

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ANNOUNCEMENT

The Idaho State Board of Education approved the 2024-25 amendment to the Idaho ESSA Consolidated State Plan to the U.S. Department of Education on April 17, 2024. **The amendment to the U.S. Department of Education is currently under review. Treat this document as a draft until it is approved by the U.S. Department of Education.** The business rules outlined in this document reflect the amendment.

IMPORTANT CHANGES

Any important changes in this document are underlined in red.

- State Report Card (idahoschools.org) is currently being revamped with a new vendor, PLS 3rd Learning. The new Report Card is expected to be released in spring 2025. The new site url is idahoreportcard.org.
- Language added to differentiate a valid test ISAT or IDAA score for Accountability and Reporting requirements and a student receiving a score on an ISAT or IDAA resulting from an incomplete test.
- ISAT Growth toward Proficiency has been updated to reflect the change in the Consolidated State Performance Plan.
- Alternate ACCESS reclassification criteria are being updated based on the achievement standards implemented following the 2023-24 standard setting.
- ISAT/IDAA Gap Closure calculation is currently under re-evaluation. The indicator has been removed from the report card.
- Advanced opportunities and apprenticeship programs under the College and Career Readiness Indicator have been clarified.
- Internet connectivity is no longer a required measure. The indicator has been removed from the report card.
- The Department identifies CSI-Up and CSI-Grad schools for the 2025-26 school year based on the 2024-25 school year results.

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 Idaho](#) (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 Department prepared this document to clearly describe those requirements.

This document consists of four main sections:

1. [Federal and State Required Indicators](#) (p.10)
 - The ESEA requires the Idaho State Department of Education (Department) to post a specific set of performance and progress indicators on its [Report Card](#) in an understandable and uniform format. The Department 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.63)
 - This section describes redaction requirements and subgroup assignments.
3. [Goals and Targets](#) (p.68)
 - 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.70)
 - The Department identifies low-performing and progressing schools that may need additional funding and support directly from the Department. The Department 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 Department is committed to sharing various performance and progress indicators on its [Report Card](#) to inform parents, administrators, educators, and other stakeholders about Idaho schools, local educational agencies (LEAs), which are districts and charter schools, the state as a whole. The Department believes data empowers Idahoans to engage in important educational decisions about our children. This section describes how each indicator is calculated.

[Table 1](#) (p.11) lists the federal and state-required indicators that are disseminated to the public on the Department's [Report Card](#).

Federal Requirement

The ESEA requires states, districts, and charter schools that receive Title 1, 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 values and form Idaho's Accountability Framework, which shows 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

Indicator	Measure	Federal Requirement	State Requirement	Note
Building Indicator (p.16)	Building Directory	Yes	Yes	-
Building Indicator (p.16)	Grades Served	No	No	-
Building Indicator (p.16)	School Category	Yes	Yes	-
Building Indicator (p.16)	School Type	No	No	-
Building Indicator (p.16)	Administrator	No	No	-
Building Indicator (p.16)	District	Yes	Yes	-
Building Indicator (p.16)	School Location	No	No	-
Building Indicator (p.16)	Title 1 Status	Yes	No	-
Building Indicator (p.16)	School Recognition Status	No	Yes	-
Building Indicator (p.16)	School Identification Status	Yes	No	-
Building Indicator (p.16)	Charter School Comparison	Yes	No	Coming Soon
Building Indicator (p.16)	Spring Enrollment Count	Yes	No	-
Per-pupil Expenditure (p.20)	Per-Pupil Expenditure	Yes	No	-
School Improvement Funds (p.20)	School Improvement Funds	Yes	No	-
Assessment Participation Indicator (p.22)	ISAT/IDAA Participation Rate in ELA/Literacy	Yes	Yes	SY2019-20 Data Not Available
Assessment Participation Indicator (p.22)	ISAT/IDAA Participation Rate in Mathematics	Yes	Yes	SY2019-20 Data Not Available
Assessment Participation Indicator (p.22)	ISAT/IDAA Participation Rate in Science	Yes	Yes	SY2019-20 Data Not Available
Assessment Participation Indicator (p.22)	State Participation in NAEP	Yes	No	-

Indicator	Measure	Federal Requirement	State Requirement	Note
Academic Achievement Indicator (p.30)	Continuous Enrollment Status	No	Yes	-
Academic Achievement Indicator (p.30)	IRI Proficiency Rate	No	Yes	-
Academic Achievement Indicator (p.30)	ISAT/IDAA Proficiency Rate in ELA/Literacy	Yes	Yes	SY2019-20 Data and SY2020-21 IDAA Data Not Available
Academic Achievement Indicator (p.30)	ISAT/IDAA Proficiency Rate in Mathematics	Yes	Yes	SY2019-20 Data and SY2020-21 IDAA Data Not Available
Academic Achievement Indicator (p.30)	ISAT/IDAA Proficiency Rate in Science	Yes	Yes	SY2019-20 Data and SY2020-21 IDAA Data Not Available
Academic Achievement Indicator (p.30)	English Learners Achieving English Language Proficiency	Yes	Yes	-
Academic Achievement Indicator (p.30)	Performance on College Entrance Exam	No	Yes	SY2019-20 Data Not Available Reporting Discontinued in 2023
Academic Achievement Indicator (p.30)	State Performance on NAEP	Yes	No	SY2019-20 Data and SY2020-21 Data Not Available
Student and English Learner Progress Indicator (p.44)	Fall-to-spring IRI Growth	No	Yes	-
Student and English Learner Progress Indicator (p.44)	Student Growth toward Proficiency - ISAT ELA/Literacy	Yes	Yes	Grades 4 through 8 Only Serves as Other Academic Indicator in Idaho Consolidated State Plan SY2019-20 and SY2020-21 Data Not Available

Indicator	Measure	Federal Requirement	State Requirement	Note
Student and English Learner Progress Indicator (p.44)	Student Growth toward Proficiency - ISAT Mathematics	Yes	Yes	Grades 4 through 8 Only Serves as Other Academic Indicator in Idaho Consolidated State Plan SY2019-20 and SY2020-21 Data Not Available
Student and English Learner Progress Indicator (p.44)	English Learners Achieving English Language Growth toward Proficiency	Yes	Yes	-
Group Achievement Indicator (p.52)	ISAT/IDAA Proficiency Rate Gap Closure in ELA/Literacy	No	Yes	Not Applicable for Alternative High School SY2019-20 and SY2020-21 Data Not Available SY2024-25 – measure paused for re-evaluation.
Group Achievement Indicator (p.52)	ISAT/IDAA Proficiency Rate Gap Closure in Mathematics	No	Yes	Not Applicable for Alternative High School SY2019-20 and SY2020-21 IDAA Data Not Available SY2024-25 – measure paused for re-evaluation.
Graduation Rate Indicator (p.52)	Four-year Cohort Graduation Rate	Yes	Yes	-
Graduation Rate Indicator (p.52)	Five-year Cohort Graduation Rate	No	Yes	-
College/Career Readiness Indicator (p.54)	Advanced Mathematics Course Enrollment	No	Yes	Excluding Alternative High School

Indicator	Measure	Federal Requirement	State Requirement	Note
College/Career Readiness Indicator (p.54)	College and Career Readiness Course Enrollment	No	Yes	Grade 12 Only
College/Career Readiness Indicator (p.54)	Credit Recovery and Accumulation	No	Yes	Suspended until Further Notice
School Quality Indicator (p.59)	Communication with Parents on Student Achievement	No	Yes	Suspended until Further Notice
School Quality Indicator (p.59)	Chronic Absenteeism	Yes (School Quality Measure)	No	
School Quality Indicator (p.59)	Internet Connectivity	Yes	No	<u>SY2023-24 – measure no longer required.</u>
Additional Reporting Indicator (p.60)	Teacher Workforce	Yes	Yes	-
Additional Reporting Indicator (p.60)	College-going Rate	Yes	Yes	-
Additional Reporting Indicator (p.60)	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 Department excludes any students who are primarily enrolled in a non-public school from all federal and state required indicators. These students include:

- Dual Enrolled Students (Private/Homeschooled)
 - 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.
 - Students who are dual enrolled between Idaho public schools, including Idaho Digital Learning Academy (IDLA), do NOT fit in this category.
 - Students with disabilities whose Individualized Education Plan (IEP) team placed them in a private facility, or a homebound setting do NOT fit in this category.
- Foreign Exchange Students
 - 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.
 - 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 A. List of Exempt Schools](#) (p. 84).

Building Indicator

The Department publishes basic building characteristics on its [Report Card](#) for each district and charter school and each school, including:

- [Building Directory](#) (p.16)
- [Grades Served](#) (p.17)
- [School Category](#) (p.18)
- [School Type](#) (p.18)
- [Administrator](#) (p.19)
- [District](#) (p.19)
- [School Recognition Status](#) (p.19)
- [School Identification Status](#) (p.19)
- [Title 1 Status](#) (p.19)
- [Charter School Comparison](#) (p.20)
- [Spring Enrollment Count](#) (p.20)

Building Directory

The building directory contains basic information, such as address and phone number, associated with each school, district, and charter school administration building. [Table 2](#) contains a list of building directory information that the Department reports on its [Report Card](#).

The Department 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, for ISEE reporting purposes, districts and charter schools must submit the form to the Department by June 30 of the prior school year when opening or closing any schools. In addition, to obtain a [National Center for Education Statistics](#) (NCES) ID for a 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 clpiranfar@sde.idaho.gov with questions or for 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 district or charter school can offer. The Department 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 Department 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 Department by June 30 of the prior school year.

Contact Carol Piranfar at 208-332-6844 or clpiranfar@sde.idaho.gov with questions or for 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.70).

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 Department 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 Department separates schools into the following five types.

Contact Rachel Burk at 208-332-6956 or rburk@sde.idaho.gov with questions or for more information on school types.

Alternative School

Alternative school is approved by the Department 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. Attendance zones are set by school districts as geographic areas identifying which school children attend. Shared-time CTSs are not displayed in the [Report Card](#).

Note: *Shared time is an indication that a school offers primarily 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.*

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

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 using the internet.

Administrator

On the [Report Card](#), the Department displays the name of building administrator. The Department 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

Local Education Agency (LEA) to which the school is associated for federal reporting purposes.

School Location

The school location identifies schools as rural or non-rural, as defined under [I.C. §33-319](#), based on addresses reported in the [Building Directory](#) and [Spring Enrollment Count](#).

Title 1 Status

The Title 1 program status identifies schools that are eligible and participating in Title 1-A programs. Title 1-A of the ESEA, as amended by the ESSA, provides districts and charter schools 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 Department allocates the Title 1-A funds to districts and charter schools based primarily on poverty data provided by the U.S. Bureau of the Census. Districts and charter schools report each school's program participation status to the Department via [Consolidated Federal and State Grant Application](#) (CFSGA).

Contact Stacie Rekow at 208-332-6891 or srekow@sde.idaho.gov with questions or for more information on the Title 1-A programs and requirements.

School Recognition Status

The Department publicly recognizes schools with Top Performance. For more information on the school recognition status, refer to the [School Identification Methodology](#) section (p.70). The

results presented for the 2020-21 and 2021-22 school year were carried forward from the 2019-20 school year.

School Identification Status

The Department publicly identifies schools in need of additional support and resources, although the Department does not report a summative rating to every school under the new Accountability Framework. For more information on the school identification status, refer to the [School Identification Methodology](#) section (p.70). The results presented for the 2020-21 and 2021-22 school year were carried forward from the 2019-20 school year.

Charter School Comparison

Coming soon.

Spring Enrollment Count

The Department 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 counts for the following entities are not part of the report card:

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

For more information on exclusions, refer to [Exclusions](#) (p.15) or [Appendix A. List of Exempt Schools](#) (p.84).

Financial Indicator

The Department reports two financial indicators:

- Per-pupil Expenditure
- School Improvement Funds.

Per-pupil Expenditure

[ESEA section 1111 \(h\)\(1\)\(C\)\(x\)](#) requires the Department to report per-pupil expenditures of federal, state, and local funds, disaggregated by source of funds. The Department publishes per-pupil expenditures on its [Report Card](#).

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

School Improvement Funds

The Department publicly reports schools' [School Identification Status](#), indicating those in need of additional support and resources. The Department also reports the amount of section 1003(a) school improvement funds each of the schools received as a result of the identification on the [School Improvement & Support](#) page, and a summary of schools' plan for improving student achievement.

Contact Patty Dalrymple at 208-332-6917 or pdalrymple@sde.idaho.gov with questions or for more information on the school improvement funds.

Assessment Participation Indicator

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

- Idaho Standards Achievement Test (ISAT);
- Idaho Alternate Assessment (IDAA); and
- National Assessment of Educational Progress (NAEP).

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 3](#) 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 [Assessment and Accountability website](#).

Table 3. Assessment Participation Requirement by Grade

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

Note: “Yes” indicates participation is required under the comprehensive assessment program approved by the SBOE. Only eligible students can participate in IDAA and ELPA.

**Intended for students who have already received instruction in the content standards assessed on the 11th grade ISAT in the corresponding subject. Please note that the school should utilize appropriate interim assessments for benchmarking purposes.*

*** Required participation in grade 11 ISAT in spring 2025. Participation in grade 11 ISAT is optional if 2023 or 2024 spring Grade 11 ISAT via Challenge Up met or exceeded the 11th grade Level 3 (proficiency) cut score.*

[34 Code of Federal Regulation \(C.F.R.\)§300.160](#) also requires the Department 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.

- [ISAT/IDAA Participation Rate in ELA/Literacy](#) (p.23)
- [ISAT/IDAA Participation Rate in Mathematics](#) (p.27)
- [ISAT/IDAA Participation Rate in Science](#) (p.29)
- [State Participation in the National Assessment of Educational Progress \(NAEP\)](#)(p.30)

For more information on participation rate targets, refer to the [ISAT/IDAA Participation Rate Target](#) section (p.69). For 2025 testing population, refer to [Appendix B. 2024 Testing Population](#) (p.85).

ISAT/IDAA Participation Rate in ELA/Literacy

To comply with [IDAPA 08.02.03.111](#), districts and charter schools must administer ISAT in ELA/Literacy to all students in grades 3 through 8 and high school 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, districts and charter schools may administer IDAA in ELA/Literacy in lieu of ISAT. The IEP team determines if 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 Webinar Recording](#).

The ISAT/IDAA ELA/Literacy participation rate for grades 3 through 8 and high school is calculated as:

$$\frac{\text{Number of students who received a valid scale score on ISAT/IDAA in ELA/literacy}}{\left[\begin{array}{l} \text{Number of students who received a valid scale score} \\ \text{on ISAT/IDAA in ELA/literacy} \\ + \\ \text{Number of students enrolled on or before April 18, 2025} \\ \text{and enrolled through May 2, 2025 or the last day of school,} \\ \text{whichever comes first, not participating in ISAT/IDAA in ELA/literacy} \end{array} \right]}$$

“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](#)). 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 and submit both the Performance Task (PT) and the Computer Adaptive Test (CAT) to receive a valid scale score on ISAT in ELA/literacy. For IDAA, students must complete and submit the entire test to receive a valid score. Students taking the IDAA whose test administrator or proctor applied the early stopping rule due to a lack of consistent observable responses still receive a valid score.

Note. *If a student does not complete their ISAT or IDAA before the end of the test window, the TIDE system will “force” submit the student’s incomplete test and the Reporting System will generate a score based on their partially completed test. Even though the Reporting System generates an Individual Score Report (ISR) for the student, the student’s score is not considered a valid score from an Accountability and Reporting point of view. These students are considered non-participants.*

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.69).

Percentage of Students taking IDAA ELA/Literacy

The Department calculates the percentage of students in grades 3 through 8 and high school who are taking the IDAA ELA/Literacy test, among all students taking the test. Unlike other participation rates, this calculation requires only that students have a valid IDAA ELA/Literacy or ISAT ELA/Literacy, meaning that they were present on testing day, but it does not require students to be continuously enrolled.

The Department calculates the percentage of students in grades 3 through 8 and high school who are taking the IDAA ELA/Literacy test is calculated as:

$$\frac{\text{Number of students who received a valid scale score on the IDAA ELA/Literacy}}{\text{Number of students who received a valid scale score on ISAT/IDAA ELA/Literacy}}$$

[ESEA section 1111\(h\)\(1\)\(C\)](#) minimum federal reporting requirements indicate the Department must report the number and percentage of students who participated in IDAA in ELA/Literacy in lieu of ISAT. For districts and charter schools that need to assess more than 1.0% of their student population using IDAA, [34 C.F.R. §200.6](#) requires they submit assurance that the district or charter school has followed [Idaho Alternate Assessment Participation Criteria](#) and justification for exceeding the 1.0% cap on alternate assessment participation to the Department each fall.

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

Percentage of First-year English Learners taking ACCESS in lieu of ISAT ELA/Literacy

English learners (ELs) are students eligible for a district’s English language instruction educational program (LIEP) on the testing or reporting date, based on the EL Entry Date submitted by the district or charter school in the English Learner Management System (ELMS).

The percentage of first-year English learners taking ACCESS instead of ISAT ELA/Literacy in grades 1 through 12 is calculated:

$$\frac{\text{Number of English learners students who received a valid scale score on ACCESS but did not receive a valid score on ISAT/IDAA in ELA/literacy}}{\left[\begin{array}{l} \text{Number of English learners who received a valid scale score on ACCESS} \\ \text{but did not receive a valid score on ISAT/IDAA in ELA/literacy} \\ + \\ \text{Number of English learners who received a valid scale score} \\ \text{on ISAT/IDAA in ELA/Literacy} \end{array} \right]}$$

Office for Civil Rights (OCR) and [ESEA section 3113\(b\)\(2\)](#) require districts and charter schools 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 development services. 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 ACCESS in lieu of ISAT ELA/Literacy, recently arrived or first-year English learners are any students who have not used the one-time exemption on participating in ISAT/IDAA in ELA/Literacy and whose date of first enrollment in US School in [English Learner Management System \(ELMS\)](#) is between [May 1, 2024 and April 30, 2025](#).

The Department 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, 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 with questions or for more information on the exemption.

ISAT/IDAA Participation Rate in Mathematics

To comply with [IDAPA 08.02.03.111](#), districts and charter schools must administer ISAT in mathematics to all students in grades 3 through 8 and high school in spring in a time period specified by the SBOE. For students with the most significant cognitive impairments for whom the general assessment is not appropriate, districts and charter schools may administer IDAA in mathematics in lieu of ISAT. The IEP team determines if 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 Webinar Recording](#).

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

$$\frac{\text{Number of students who received a valid scale score on ISAT/IDAA in mathematics}}{\left[\begin{array}{l} \text{Number of students who received a valid scale score on ISAT/IDAA in mathematics} \\ + \\ \text{Number of students enrolled on or before April 18, 2025 and enrolled through May 2, 2025 or the last day of school, whichever comes first, not participating in ISAT/IDAA in mathematics} \end{array} \right]}$$

“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](#)). 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 and submit both the Performance Task (PT) and the Computer Adaptive Test (CAT) to receive a valid scale score on ISAT in mathematics. For IDAA, students must complete and submit the entire test to receive a valid score. Students taking the IDAA whose test administrator or proctor applied the early stopping rule due to lack of consistent observable responses still receive a valid score.

Note: If a student does not complete their ISAT or IDAA before the end of the test window, the TIDE system will “force” submit the student’s incomplete test and the Reporting System will generate a score based on their partially completed test. Even though the Reporting System generates an Individual Score Report (ISR) for the student, the student’s score is not considered a valid score from an Accountability and Reporting point of view. These students are considered non-participants.

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.69).

Percentage of Students taking IDAA Mathematics

The Department calculates the percentage of students in grades 3 through 8 and high school who are taking the IDAA Math test, among all students taking the test. Unlike other participation rates, this calculation requires only that students have a valid IDAA Math or ISAT Math score, meaning that they were present on testing day, but it does not require students to be continuously enrolled.

The Department calculates the percentage of students in grades 3 through 8 and high school who are taking the IDAA Math test is calculated as:

$$\frac{\text{Number of students who received a valid scale score on the IDAA Math}}{\text{Number of students who received a valid scale score on ISAT/IDAA Math}}$$

[ESEA section 1111\(h\)\(1\)\(C\)](#) minimum federal reporting requirements indicate the Department must report the number and percentage of students who participated in IDAA in mathematics in lieu of ISAT. For districts and charter schools that need to assess more than 1.0% of their student population using IDAA, [34 C.F.R. §200.6](#) requires they submit assurance that the district

or charter school has followed [Idaho Alternate Assessment Participation Criteria](#) and justification for exceeding the 1.0% cap on alternate assessment participation to the Department each fall.

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

ISAT/IDAA Participation Rate in Science

To comply with [IDAPA 08.02.03.111](#), districts and charter schools must administer ISAT in science to all students in grades 5, 8, and 11 in spring in the testing window specified by the SBOE. For students with the most significant cognitive impairments for whom the general assessment is not appropriate, districts and charter schools may administer IDAA in science in lieu of ISAT. The IEP team determines if 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 Webinar Recording](#).

The ISAT/IDAA science participation rate for grades 5, 8, and high school is calculated as:

$$\frac{\text{Number of students who received a valid scale score on ISAT/IDAA in science}}{\left[\begin{array}{l} \text{Number of students who received a valid scale score on ISAT/IDAA in science} \\ + \\ \text{Number of students enrolled on or before April 25, 2025 and enrolled through May 9, 2025 or the last day of school, whichever comes first, not participating in ISAT/IDAA in science} \end{array} \right]}$$

“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](#)). Schools must submit an appeal with official written documentation in the [Assessment Participation Rate Appeals](#) application to remove those students from the denominator.

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.69).

Percentage of Students taking IDAA Science

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

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

State Participation in the National Assessment of Educational Progress (NAEP)

The NAEP, first administered in 1969, is the largest, continuing and nationally representative assessment of what United States of America 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 districts, and charter schools that are selected to participate in the fourth- and eighth-grade NAEP assessments in reading and mathematics as a condition of receiving Title 1 funds. Whereas ISAT/IDAA measures student performance against the Idaho Content Standards, NAEP measures students in all states against a single national standard, allowing for cross-state comparisons.

ESEA Section 1111(h)(1)(C)(xii) and (2)(C) minimum federal reporting requirements indicate the Department must report Idaho performance on the NAEP at each achievement level for mathematics and reading, and for grades 4 and 8, compared to the national average. It must also report statewide NAEP participation rates for children with disabilities and English learners.

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 Department calculates and publicly reports academic achievement indicators for the federal- and state-mandated statewide assessments, including ISAT, IDAA, ELPA, Idaho Reading Indicator (IRI), and College Entrance Exam. In addition, the ESEA requires the Department to report the state performance on NAEP.

The following sections describe academic achievement calculation methodologies:

- [Continuous Enrollment Status](#) (p.31)
- [IRI Proficiency Rate](#) (p.32)
- [ISAT/IDAA Proficiency Rate in ELA/Literacy](#) (p.35)
- [ISAT/IDAA Proficiency Rate in Mathematics](#) (p.37)
- [ISAT/IDAA Proficiency Rate in Science](#) (p.38)
- [English Learners Achieving English Language Proficiency](#) (p.40)
- [Performance on College Entrance Exam](#) (p.43)
- [State Performance on NAEP](#) (p.43)

For more information on the assessment participation requirements, see the [Assessment Participation Indicator](#) section (p.22).

Continuous Enrollment Status

The IRI and ISAT/IDAA Proficiency Rate measures are applicable only to continuously enrolled students. The defines continuous enrollment in school and its role in assessment 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 district and charter school, and in a public school within Idaho. As a result, a student receives three different continuous enrollment statuses: school-level, district/charter school-level, and state-level. These statuses may be the same or different for the same student, depending on each student’s situation.

Typically, a student gets a break in the enrollment record when exiting a school. However, for the purpose of calculating the continuous enrollment status, the Department treats multiple enrollment records with no break or short break(s) of three days or fewer as one continuous enrollment record for the corresponding reporting levels (school, district/charter school, 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 district or charter school,

the Department considers the student has one district/charter school-level enrollment record with a short break of three days or fewer during the transition.

The Department uses the following procedures to calculate the continuous enrollment status for each student and reporting level (school, district/charter school, and state):

1. First, identify each student's initial enrollment record for the 2024-2025 school year.
2. 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.
3. Add 56 calendar days to the date determined in Step 2. The resulting date is the cut-off date.
4. If the student's enrollment record containing the test submission date also contains the cut-off date, the Department considers the student to be continuously enrolled for the corresponding reporting level.

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

IMPORTANT: *The Department defines a short break as any single enrollment break that is 3 days or fewer, regardless of its exit reason. Districts and charter schools must accurately report student enrollment and exit dates to the state longitudinal data system (SLDS) via the Idaho System for Educational Excellence (ISEE).*

IRI Proficiency Rate

IMPORTANT: *IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-2019 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. Several graphs show 2022-23 findings using both the new and old norms.*

[I.C.§33-1806](#), in recognition of the critical importance of reading skills, requires district/charter school to assess all public school students in grades Kindergarten (K) through 3 in their reading skills twice each year. Starting in the 2018-19 school year, the Department replaced the legacy

IRI with the new IRI (here in after 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, developmentally appropriate subtests that address the following domains of reading: Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency. These subtests also create a composite Overall Reading score that is reported using three performance tiers:

- Tier 1: Performing At Grade Level
- Tier 2: Performing moderately below grade level and in need of intervention (Near Grade Level)
- Tier 3: Performing seriously below grade level and in need of intensive intervention (Below Grade Level)

To be considered “proficient” on the IRI for accountability purposes, a student must meet or exceed the cut score to reach At Grade Level (Tier 1).

IMPORTANT: the IRI scoring hierarchy reverses those in the legacy IRI. In the IRI, Tier 1 is the highest performance level. In the legacy IRI, Level 1 was the lowest performance level.

Fall IRI Reporting

Fall IRI performance is calculated and reported at a state, district, school, and grade level. The following conditions apply to fall IRI reporting:

1. Scores are based on the first valid result occurring within the state testing window.
2. Subtest results are reported only for grade level assessments where norms are established, as shown in the table below. For additional information regarding norming processes see [Istation's Indicators of Progress Early Reading Technical Report](#).

Table 4. Istation Subject by Fall Normed Grade Level Reporting

Istation Subtest	Fall Normed Grade Level Reporting
Listening Comprehension	K
Phonemic Awareness	K, 1
Letter Knowledge	K, 1
Alphabetic Decoding	1
Vocabulary	K, 1, 2, 3
Spelling	1, 2, 3
Reading Comprehension	1, 2, 3
Fluency	-

Note: The fluency subtest score is not included in the overall score.

Using these rules, the state reports the percentage of students at each of the three tier levels for the overall composite and subtests. Idaho also summarizes fall IRI performance with a reported “proficiency rate.” The fall IRI proficiency rate calculation is:

$$\frac{\text{Number of continuously enrolled students who attained an overall performance At Grade Level on the fall IRI}}{\text{Total number of continuously enrolled students who received a valid overall score on the fall IRI}}$$

IMPORTANT: Proficiency rates displayed on the Department’s [Report Card](#) are not the same as proficiency rates reported in Istation Reporting, which does not apply accountability calculation or exclusion rules. Istation’s advantage is that it provides access to raw student results and more details about the difficulty of questions and answers. The Department recommends all teachers have access to Istation to review their students’ performance.

Spring IRI Reporting

Spring IRI performance is calculated and reported at a state, district, school, and grade level. The following apply to spring IRI reporting:

1. Scores are based on the first valid result occurring during the state testing window.
2. Subtest results are reported only for grade level assessments where norms are established, as shown in the table below. For additional information regarding norming processes see [Istation's Indicators of Progress Early Reading Technical Report](#).

Table 5. Istation Subject by Spring Normed Grade Level Reporting

Istation Subtest	Spring Normed Grade Level Reporting
Listening Comprehension	K
Phonemic Awareness	K, 1
Letter Knowledge	K, 1
Alphabetic Decoding	K, 1
Vocabulary	K, 1, 2, 3
Spelling	1, 2, 3
Reading Comprehension	1, 2, 3
Fluency	-

Note: The fluency subtest score is not included in the overall score.

3. Student must be continuously enrolled in either school/district/state to be included in spring calculations. For more information on the definition of continuous enrollment status, refer to the [Continuous Enrollment Status](#) section (p.31).

Subtest results are reported only for grade level assessments where norms are established.

Using these rules, the state reports the percentage of students at each of the three tier levels for the overall composite and subtests. Idaho also summarizes spring IRI performance with a reported “proficiency rate.” The spring IRI proficiency rate calculation is:

$$\frac{\text{Number of continuously enrolled students who attained an overall performance At Grade Level on the spring IRI}}{\text{Total number of continuously enrolled students who received a valid overall score on the spring IRI}}$$

ISAT/IDAA Proficiency Rate in ELA/Literacy

The ISAT/IDAA Proficiency Rate in ELA/Literacy measure is applicable only to continuously enrolled students. For more information on the definition of continuous enrollment status, refer to the [Continuous Enrollment Status](#) section (p.31).

[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. the total number of continuously enrolled students who received a valid score on ISAT/IDAA; or
2. 95% of the 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 Department rounds the percentage to the nearest 10th decimal place (e.g., 94.74% rounds to 94.7% not 95%)

Proficiency and participation rate in ISAT/IDAA in ELA/Literacy among 11th grade students is calculated similarly to all other grades, except it includes an additional, complex set of criteria, because students may bank 11th-grade scores from prior years. This 11th-grade option requires the consideration of numerous additional criteria to determine (a) whether a student participated; and (b) to which school the student’s 11th-grade scores should be attributed. The

actual decision rules are not detailed here, because of their complexity, but are described in a flowchart in [Appendix C. ISAT/IDAA 11-grade Participation](#) (p.87). The key inclusion criteria are whether students:

- Were enrolled in Idaho any time during SY 2024-25 (2025), and;
- enrolled throughout the state testing window (not including the make-up portion of the testing window (i.e., April 18, 2025, through May 2 or the last day of school, whichever comes first), and ;
- participated in G11 ISAT in 2023, 2024, or 2025, and ;
- met G11 cut in 2023 , 2024, or 2025 and had a higher score in one than the other test administration(s). In which case,the higher score is used and attributed to the corresponding school.

IMPORTANT: *If the school or district/charter school does not meet the 95% participation rate, the proficiency-rate denominator is automatically adjusted upward to 95% of the total number of continuously enrolled students, effectively reducing the reported proficiency rate.*

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 a performance level of 3 (Proficient) or 4 (Advanced).

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

$$\frac{\text{Number of students who attained Proficient or Advanced on ISAT/IDAA in ELA/Literacy}}{\text{The Greater of } \left[\begin{array}{l} \text{Total number of continuously enrolled students} \\ \text{who received a valid scale score on ISAT/IDAA in ELA/literacy} \\ \text{OR} \\ \text{95\% of total number of continuously enrolled students,} \\ \text{who are not exempt from the ISAT/IDAA participation} \\ \text{in ELA/literacy during the participation appeals window} \end{array} \right]}$$

IMPORTANT: Proficiency rates displayed on the Department’s [Report Card](#) are not the same as proficiency rates reported on the [Online Reporting System via the Idaho Portal \(ORS\)](#). The ORS does not apply Accountability rules, but its advantage is that it allows users to access raw student results in more detail, including claim and target level information. The Department 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.68).

ISAT/IDAA Proficiency Rate in Mathematics

The ISAT/IDAA Proficiency Rate in mathematics is applicable only to continuously enrolled students. For more information on the definition of continuous enrollment status, refer to the [Continuous Enrollment Status](#) section (p.31).

[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. the total number of continuously enrolled students who received a valid score on ISAT/IDAA; or
2. 95% of the 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 Department rounds the number to the nearest 10th (e.g., 94.74% will round to 94.7% not 95%)

Proficiency and participation rates in ISAT/IDAA in Math among 11th grade students are calculated similarly to all other grades, except it includes an additional, complex set of criteria, because students may bank 11th-grade scores from prior years. This 11th-grade option requires the consideration of numerous additional criteria to determine (a) whether a student participated; and (b) to which school the student’s 11th-grade scores should be attributed. The actual decision rules are not detailed here, because of their complexity, but are described in a flowchart in [Appendix C. ISAT/IDAA 11-grade Participation](#) (p.87).

The key inclusion criteria are whether students:

- Were enrolled in Idaho any time during SY 2024-25 (2025), and;
- enrolled throughout the testing window (not including the make-up portion of the testing window (i.e., April 18, 2025, through May 2 or the last day of school, whichever comes first), and;
- participated in G11 ISAT in 2023, 2024, or 2025, and ;

- met G11 cut in 2023 , 2024, or 2025 and had a higher score in one than the other test administration. In which case, the higher score is used and attributed to the corresponding school.

IMPORTANT: *If the school or district/charter school does not meet the 95% participation rate, the proficiency-rate denominator is automatically adjusted upward to 95% of the total number of continuously enrolled students, effectively reducing the reported proficiency rate.*

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 a performance level of 3 (Proficient) or 4 (Advanced).

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

$$\begin{array}{c}
 \textit{Number of students attained Proficient or Advanced} \\
 \textit{on ISAT/IDAA in mathematics} \\
 \\
 \div \\
 \\
 \textit{\textbf{The Greater of}} \\
 \\
 \left[\begin{array}{c}
 \textit{Total number of continuously enrolled students} \\
 \textit{who received a valid scale score on ISAT/ in mathematics} \\
 \\
 \textit{OR} \\
 \\
 \textit{95\% of total number of continuously enrolled students,} \\
 \textit{who are not exempt from the ISAT/IDAA participation} \\
 \textit{in mathematics during the participation appeals window}
 \end{array} \right]
 \end{array}$$

IMPORTANT: *Proficiency rates displayed on the Department’s [Report Card](#) is not the same as proficiency rates reported on the [Online Reporting System via the Idaho Portal \(ORS\)](#). The ORS does not apply Accountability rules, but its advantage is that it allows users to access raw student results in more detail, including claim and target level information. The Department recommends all teachers have access to ORS to review their students’ performance.*

ISAT/IDAA Proficiency Rate in Science

The ISAT/IDAA proficiency rate in grades 5, 8, and high school science is applicable to only continuously enrolled students. For the calculation of continuous enrollment status, refer to the [Continuous Enrollment Status](#) section (p.31).

The denominator for the ISAT/IDAA proficiency rate in science is 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 the total number of continuously enrolled students who are not exempt from the [ISAT/IDAA Participation Rate in Science](#), regardless of their ISAT or IDAA participation status. The Department rounds the number to the nearest 10th (e.g., 94.74% will round to 94.7% not 95%)

IMPORTANT: *If the school or district/charter school does not meet the 95% participation rate, the proficiency-rate denominator is automatically adjusted upward to 95% of the total number of continuously enrolled students, effectively reducing the reported proficiency rate.*

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 a performance level of 3 (Proficient) or 4 (Advanced).

The ISAT/IDAA proficiency rate for grades 5, 8, and high school science is calculated as:

$$\frac{\text{Number of students attained Proficient or Advanced on ISAT/IDAA in science}}{\text{The Greater of } \left[\begin{array}{l} \text{Total number of continuously enrolled students} \\ \text{who received a valid scale score on ISAT/IDAA in science} \\ \text{OR} \\ \text{95\% of total number of continuously enrolled students,} \\ \text{who are not exempt from the ISAT/IDAA participation} \\ \text{in science during the participation appeals window} \end{array} \right]}$$

IMPORTANT: *Proficiency rates displayed on the Department's [Report Card](#) are not the same as proficiency rates reported on the [Online Reporting System via the Idaho Portal \(ORS\)](#). The ORS allows users to access raw student results in more detail to the claim and target levels. The Department 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.68).

English Learners Achieving English Language Proficiency – LIEP Reclassification Criteria

English Learner (EL) students in grades K-12 annually complete the WIDA ACCESS for ELLs® language proficiency assessment. ACCESS for ELLs provides a standardized measure of academic language proficiency for EL students statewide in Idaho. The annually administered assessment allows the Department to monitor and evaluate the progress of individual EL students each year.

[ACCESS for ELLs Assessment Scores](#)

ACCESS for ELLs measures language skills in four language domains: Listening, Speaking, Reading, and Writing. To generate and report a valid composite overall scale score, students must complete all four sections of ACCESS for ELLs. Each domain and composite scale score are associated with a specific English proficiency level ([Idaho ELPA Achievement Standards](#)):

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

[Reclassification Criteria](#)

To determine whether English learners (ELs) have achieved English language proficiency and qualify for reclassification (exit) from a district’s language instruction educational program, the following criteria are applied based on students’ ACCESS for ELLs assessment results.

- A composite overall proficiency level (CPL) of 4.2 or higher.
- A minimum domain proficiency level of 3.5 in Reading, Writing, and Listening.
- A minimum domain proficiency level of 1.0 in Speaking.

Students assessed using the WIDA Alternate ACCESS are considered proficient if they achieve a composite overall proficiency level of *** (a public comment window will be held in March).

[Reclassification Calculation](#)

The proportion of English learners within a district achieving English language proficiency is calculated based on the number of students reaching proficiency divided by the total number of identified ELs.

*Number of continuously enrolled English learners,
 including students whose parents have waived EL services,
 who achieved
 a composite overall proficiency level (CPL) of 4.2 ACCESS,
 and a domain proficiency level of 3.5 in
 Reading, Writing, and Listening,
 and a 1.0 in Speaking
 OR
 a CPL of *** on WIDA Alt. ACCESS*

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*Number of continuously enrolled English learners,
 including students whose parents have waived EL services,
 with a valid CPL on ACCESS or WIDA Alt. ACCESS*

*** Pending March public comment window. Proposed proficiency level will be submitted to the State Board of Education for their June board meeting.

IMPORTANT: For the 2024 WIDA Alternate ACCESS EL reclassification, the Idaho Department of Education employed equipercentile equating to establish students' Alt. proficiency levels (A1, A2, A3, P1, P2, P3). A composite overall English proficiency level (CPL) of P2 triggered reclassification from a district's language instruction educational program.

Fewer Than Four Domains: Creating a Composite Overall Proficiency Level for English Learners with Disabilities

English learners with documented IEPs or 504 Plans may be unable to fully participate in one or more domains of ACCESS or WIDA Alternate ACCESS language tests (Reading, Writing, Listening, Speaking). When a Special Education Deferred (SPD) disability appeal is submitted and approved during the ACCESS Participation Rate Appeals window, the student's completed domain scores are used to compute a composite overall scale score (CSS). This newly identified CSS determines the interpretive composite overall proficiency level (CPL), and is used to determine eligibility for reclassification.

When fewer than four domain scores are reported and , a reweighting method is applied. This method redistributes the weight of missing domains equally among the non-missing domains. The modified weighting calculations are indicated in the table, with increases in domain weight highlighted in green.

Table 6. Fewer Than Four Domains Reweighting Calculation

Missing Domains	Reading	Writing	Listening	Speaking
None (No Reweighting)	35	35	15	15
One Missing Domain				
Reading (Based on W, L, and S)	N/A	46 (+11)	27 (+12)	27 (+12)
Writing (Based on R, L, and S)	46 (+11)	N/A	27 (+12)	27 (+12)
Listening (Based on R, W, and S)	40 (+5)	40 (+5)	N/A	20 (+5)
Speaking (Based on R, W, and L)	40 (+5)	40 (+5)	20 (+5)	N/A
Two Missing Domains				
Reading & Writing (Based on L and S: Oral)	N/A	N/A	50 (+35)	50 (+35)
Reading & Listening (Based on W and S)	N/A	70 (+35)	N/A	30 (+15)
Reading & Speaking (Based on W and L)	N/A	70 (+35)	30 (+15)	N/A
Writing & Listening (Based on R and S)	70 (+35)	N/A	N/A	30 (+15)
Writing & Speaking (Based on R and L)	70 (+35)	N/A	30 (+15)	N/A
Listening & Speaking (Based on R and W: Literacy)	50 (+35)	50 (+35)	N/A	N/A

For example, a grade 6 student exempt from the Speaking domain achieves a 319 Reading scale score, a 316 Writing scale score, and a 404 Listening scale score. Their CSS is computed as follows: $[(319)40 + (316)40 + (404)20] \div 100 = 334.8$. Rounded to the nearest whole number, this becomes 335, equating to a CPL of 3.2.

If a student with a disability has only one observable domain scale score, it becomes their composite overall scale score. When a student with a disability has only one observable domain scale score, it becomes the composite overall scale score.

Performance on College Entrance Exam

The SAT is removed from the business rules, because it is no longer a high school graduation requirement in Idaho and is no longer reported in [Department's Report Card](#).

State Performance on NAEP

IMPORTANT: The most recent state performance on NAEP available on the [Department's Report Card](#) is from the 2021-22 school year. In the 2022-23 school year, NAEP conducted a special study to measure national long-term trends. In the 2022-23 school year, students participated in National US History and Civics 8th grade assessments in addition to State Mathematics and Reading. The Department reports NAEP performance at the state level only, because NAEP produces no district/charter school-level, school-level, , or student-level scores. [34 C.F.R.§200.11](#) requires the most recent NAEP reading and mathematics results in grades 4 and 8 to be reported on the Department's [Report Card](#) for each achievement level. The NAEP achievement levels are Below NAEP Basic, NAEP Basic, Proficient, and Advanced.

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

$$\frac{\text{Number of students who attained each achievement level in NAEP}}{\text{Number of students who participated in NAEP}}$$

IMPORTANT: *The NAEP achievement levels do not represent the same performance expectations as the ISAT/IDAA, despite the use of the same labels. For example, the NAEP Proficient level is intended to reflect solid academic performance and is not intended to match the proficiency levels set by State departments of education. Additionally, it does not signify "being on grade level."*

For more information on NAEP achievement levels, refer to the [Scale Scores and Achievement Levels](#).

Student and English Learner Progress Indicator

The Department calculates and publicly reports student and English learner progress toward proficiency indicator for the federal- and state-mandated statewide assessments, including IRI, ISAT, and ACCESS (also called ELPA).

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

- [Fall-to-spring IRI Growth \(p.45\)](#)
- [Student Growth toward Proficiency – ISAT ELA/Literacy\(p.45\)](#)
- [Student Growth toward Proficiency - ISAT Mathematics \(p.47\)](#)
- [English Learners’ Achieving English Language Growth toward Proficiency \(p.49\)](#)

The progress indicator calculation requirement differs for each grade level. See Table 7 for more information on grade level calculation requirements.

Table 7. Progress Indicator Calculation Requirement by Grade

Grade	Fall-to-spring IRI Growth	Student Growth toward Proficiency – ISAT ELA/Literacy	Student Growth toward Proficiency – ISAT Mathematics	English Learners Achieving English Language Growth toward Proficiency (ACCESS)
KG	Yes	No	No	No
1	Yes	No	No	Yes
2	Yes	No	No	Yes
3	Yes	No	No	Yes
4	No	Yes	Yes	Yes
5	No	Yes	Yes	Yes
6	No	Yes	Yes	Yes
7	No	Yes	Yes	Yes
8	No	Yes	Yes	Yes
9	No	No	No	Yes
10	No	No	No	Yes
11	No	No	No	Yes
12	No	No	No	Yes

Note. “Yes” indicates calculation requirement.

Fall-to-spring IRI Growth

Fall-to-spring IRI growth is calculated and reported at the school, district, and state levels. Scores are based on the first valid result occurring during the state testing window for both fall and spring, respectively. The Department includes only students in the fall-to-spring IRI calculation, who:

- are continuously enrolled in the same school/district/state;
- have tests in both fall and spring; and
- are assessed at the same grade level in both fall and spring.

Growth is based on the change in the proficiency rates for students meeting the criteria above. The fall-to-spring IRI growth calculation is:

$$\left[\begin{array}{c} \text{Number of continuously enrolled students with a fall and spring test} \\ \text{in the same grade,} \\ \text{who attained an overall performance At Grade Level on the spring IRI} \\ \div \\ \text{Total number of continuously enrolled students in the same grade,} \\ \text{with a valid overall score on the fall and spring IRI.} \end{array} \right] \\ - \text{ (minus)} \\ \left[\begin{array}{c} \text{Number of continuously enrolled students with a fall and spring test} \\ \text{in the same grade,} \\ \text{who attained an overall performance At Grade Level on the fall IRI} \\ \div \\ \text{Total number of continuously enrolled students in the same grade} \\ \text{with a valid overall score on the fall and spring IRI.} \end{array} \right]$$

IMPORTANT: The fall-to-spring IRI growth metric will not necessarily match the result one would obtain by subtracting the reported fall IRI proficiency rate from the reported IRI spring proficiency rate, because the growth metric is based only on students who are continuously enrolled and had tests in both periods in the same grade.

Student Growth toward Proficiency – ISAT ELA/Literacy

The Department calculates the Student Growth toward Proficiency - ISAT/IDAA ELA/Literacy measure using results from ISAT/IDAA in ELA/Literacy. A student must be continuously enrolled in grades 4 through 8 in the 2024-25 school year to be included in the calculation. The Department excludes students from the student growth toward proficiency calculation, who are described by one or more of the following:

- are not continuously enrolled in the 2024-25 school year;
- lack a valid ISAT scale score in 2024 or 2025 or both;
- participated in IDAA in lieu of ISAT in 2024 or 2025 or both;
- were retained, demoted, or skipped a grade in the 2024-25 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 the 2024-2025 school year and beyond, student growth will be calculated according to this model.

1. For the non-proficient ISAT performance categories (Level 1- Below Basic, and Level 2-Basic)
 - 1.1. Each category is divided into thirds which become subcategories.
 - 1.2. Students’ growth targets are to move them toward proficiency.
 - 1.3. Spring-to-spring growth targets are for students to move by 1 or more achievement subcategories, as demonstrated in Table 1.

Table 8. Growth Targets for Students Performing at a Level 1 or 2

	<u>Level 1 – Below Basic</u>			<u>Level 2- Basic</u>		
<u>Prior Year</u>	<u>1a</u>	<u>1b</u>	<u>1c</u>	<u>2a</u>	<u>2b</u>	<u>2c</u>
<u>Current Year</u>	<u>1b</u>	<u>1c</u>	<u>2a</u>	<u>2b</u>	<u>2c</u>	<u>3a</u>

2. For students who have scored proficient (Level 3- Proficient)
 - 2.1. Each category is divided into thirds which become subcategories.
 - 2.2. Students’ growth targets are to ensure the maintenance of proficiency by growing approximately one academic year.
 - 2.3. Spring-to-spring growth targets are for students to remain in the same subcategory (or exceed it), as demonstrated in Table 2.

Table 9 Growth Targets for Students Performing at a Level 3

	<u>Level 3 – Proficient</u>		
<u>Prior Year</u>	<u>3a</u>	<u>3b</u>	<u>3c</u>
<u>Current Year</u>	<u>3a</u>	<u>3b</u>	<u>3c</u>

3. For students who have scored advanced (Level 4- Advanced)
 - 3.1. The performance level category (Level 4) is not divided into sub-categories.
 - 3.2. Students’ growth targets are designed to ensure that they continue to expand their learning by approximately one academic year.
 - 3.3. Spring-to-spring growth targets are set with the expectation that students maintain performance by staying at or above the Level 4 (Advanced) cut score for the appropriate grade, as demonstrated in Table 3.

Table 10 Growth Targets for Students Performing at a Level 4

	<u>Level 4 – Advanced</u>
<u>Prior Year</u>	<u>4</u>
<u>Current Year</u>	<u>Maintain anywhere in the Level 4 category.</u>

Student Growth toward Proficiency - ISAT Mathematics

IMPORTANT: *The Department did not calculate the Student Growth toward Proficiency – ISAT Math measure for the 2020-21 school year, because the calculation requires two consecutive years of data, and COVID-19 prevented ISAT/IDAA Math administration in 2019-20 school year. Testing resumed in 2020-21 as did the Student Growth toward Proficiency – ISAT/IDAA Math.*

The Department calculates the Student Growth toward Proficiency - ISAT/IDAA Math measure using results from ISAT/IDAA in Math. A student must be continuously enrolled in grades 4 through 8 in the 2023-24 school year to be included in the calculation. The Department excludes students from the student growth toward proficiency calculation, who are described by one or more of the following:

- are not continuously enrolled in the 2023-24 school year;
- lack a valid ISAT scale score in 2023, 2024, or both;
- participated in IDAA in lieu of ISAT in 2023, 2024 or both;
- were retained, demoted, or skipped a grade in the 2023-24 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 the 2024-2025 school year and beyond, student growth will be calculated according to this model.

1. For the non-proficient ISAT performance categories (Level 1- Below Basic, and Level 2-Basic)

- 1.1. Each category is divided into thirds which become subcategories.
- 1.2. Students' growth targets are to move them toward proficiency.
- 1.3. Spring-to-spring growth targets are for students to move by 1 or more achievement subcategories, as demonstrated in Table 1.

Table 11. Growth Targets for Students Performing at a Level 1 or 2

	Level 1 – Below Basic			Level 2- Basic		
<u>Prior Year</u>	<u>1a</u>	<u>1b</u>	<u>1c</u>	<u>2a</u>	<u>2b</u>	<u>2c</u>
<u>Current Year</u>	<u>1b</u>	<u>1c</u>	<u>2a</u>	<u>2b</u>	<u>2c</u>	<u>3a</u>

- 2. For students who have scored proficient (Level 3- Proficient)
 - 2.1. Each category is divided into thirds which become subcategories.
 - 2.2. Students' growth targets are to ensure the maintenance of proficiency by growing approximately one academic year.
 - 2.3. Spring-to-spring growth targets are for students to remain in the same subcategory (or exceed it), as demonstrated in Table 2.

Table 12 Growth Targets for Students Performing at a Level 3

	Level 3 – Proficient		
<u>Prior Year</u>	<u>3a</u>	<u>3b</u>	<u>3c</u>
<u>Current Year</u>	<u>3a</u>	<u>3b</u>	<u>3c</u>

- 3. For students who have scored advanced (Level 4- Advanced)
 - 3.1. The performance level category (Level 4) is not divided into sub-categories.
 - 3.2. Students' growth targets are designed to ensure that they continue to expand their learning by approximately one academic year.
 - 3.3. Spring-to-spring growth targets are set with the expectation that students maintain performance by staying at or above the Level 4 (Advanced) cut score for the appropriate grade, as demonstrated in Table 3.

Table 13 Growth Targets for Students Performing at a Level 4

	<u>Level 4 – Advanced</u>
<u>Prior Year</u>	<u>4</u>
<u>Current Year</u>	<u>Maintain anywhere in the Level 4 category.</u>

English Learners’ Achieving English Language Growth toward Proficiency

The Department calculates English learners’ growth toward proficiency using results reported from ACCESS for ELLs. A student must be continuously enrolled in grades 1 through 12 in the 2024-25 school year to be included in the calculation. The Department excludes students from the student growth toward proficiency calculation, who:

- are not continuously enrolled in the 2024-25 school year;
- lack a valid ACCESS for ELLs scale score in 2025; and
- participated in WIDA Alt ACCESS in lieu of ACCESS for ELLs in 2025.

English Learners Achieving English Language Growth toward Proficiency calculates whether each individual English learner (EL) has met the State’s progress targets. Annual individual EL progress targets are dependent on the EL’s initial ACCESS for ELLs composite overall proficiency level and number of years in the program. Table 14 outlines annual ACCESS for ELLs English language proficiency level targets.

Table 14. English Learner Growth Toward English Proficiency Targets

Student’s 1 st LIEP Year ACCESS Composite Proficiency Level (CPL) (2017 or later)	Annual ACCESS Target Starting Student's 2 nd Year in LIEP				
	Growth Target 1*	Growth Target 2*	Growth Target 3*	Growth Target 4*	Growth Target 5*
6.0 Reaching	**	**	**	**	**
5.0 – 5.9 Bridging	**	**	**	**	**
4.0 – 4.9 Expanding	4.0+	4.2+	**	**	**
3.0 – 3.9 Developing	3.0+	3.6+	4.2+	**	**
2.0 – 2.9 Emerging	2.5+	3.0+	3.6+	4.2+	**
1.0 – 1.9 Entering	1.5+	2.0+	3.0+	3.6+	4.2+

Note. The first column outlines a composite overall English proficiency level range that is used to identify an EL’s initial ACCESS for ELLs starting proficiency level and identifies the number of

years an EL has to reclassify from a district's LIEP. The second column and successive columns show the EL's growth targets in the **second and successive LIEP years**.

* The growth counter advances from 1 through 5 each year a student is continuously enrolled.

** English learners who attain an overall composite proficiency level within their first year of completing ACCESS for ELLs, must reclassify from a district's LIEP (p. 40) to meet the English Language Growth toward Proficiency indicator.

The Department uses the following procedures to calculate EL Growth toward English Language Proficiency:

1. Identify students who achieved English proficiency on the ACCESS for ELLs. Those ELs reclassified from a district's Language instruction educational program (LIEP) are automatically considered as meeting the English Language Growth toward Proficiency target. These ELs are included in the numerator.
2. Identify the initial ACCESS for ELLs CPL for the remaining students who have not yet reclassified. This level is the EL's first composite overall ACCESS for ELLs proficiency level from 2017 or later.
 - o Earlier scores previous to 2017, are not used because of changes in the assessment..
3. Calculate the number of years the student has been continuously enrolled in Idaho schools, after the initial ACCESS for ELLs administration. Do not count any years when the student was not continuously enrolled at the state level. Use the number of continuously enrolled years after the initial ACCESS for ELLs administration for identifying the correct Growth Target (reference Table 8).
4. ELs whose ACCESS for ELLs CPL is >4.2, have a growth target of reclassification (exit from EL services).
5. ELs in their initial LIEP year, do not have a growth target. These ELs are excluded from the growth calculation.
6. Identify "on-track" ELs. On-track students are those who met or exceeded the annual growth target (see Table 14) at the end of 2024-25. Include these ELs in the numerator.
7. ELs who have a growth target, but did not have an ACCESS for ELLs composite overall score reported, and whom lack an approved ACCESS for ELLs appeal are considered to not be making progress. Include these ELs within the denominator. ELs who have a growth target, but did not have an ACCESS for ELLs composite overall scale score reported, and have an approved appeal are not evaluated for growth. Exclude these ELs from the calculation.
8. Calculate the percentage of students who met or exceeded the annual growth target at the end of school year 2024-25 using the following formula:

IMPORTANT. *Students may have a negative scale score change from 2024 to 2025, but may still be considered “on track” if their CPL still meets or exceeds their listed growth target.*

Number of continuously enrolled students in grades 1 through 12 who met or exceeded the annual growth target at the end of SY 2024 – 25, including those without a growth target who met proficiency and exited

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Number of continuously enrolled students in grades 1 through 12 who have a growth target and who were not excluded due to an approved appeal or being in their initial year
+
students without a growth target who met the (exit) requirements.

Group Achievement Indicator

The Department publicly reports ISAT/IDAA proficiency rate gap closure in ELA/Literacy and mathematics. This indicator has been removed for re-evaluation.

- [ISAT/IDAA Proficiency Rate Gap Closure in ELA/Literacy](#)[ISAT/IDAA Proficiency Rate Gap Closure in Mathematics](#)

The following sections describe how the Department calculates the graduation rate measures, including:

- Four-year Cohort Graduation Rate (p.52)
- Five-year Cohort Graduation Rate (p.53)

For more information on four-year cohort graduation rate, refer to the [Cohort Graduation Rate FAQ](#).

IMPORTANT: The Department 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 dates, 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 that 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 Department uses the following formula to calculate the four-year cohort graduation rate for the class of 2025:

$$\frac{\text{Number of cohort members who earned a regular high school diploma that fully aligns with the Idaho Content Standards through summer 2025}}{\left[\begin{array}{l} \text{Number of students in grade 9 for the first time in fall 2021} \\ + \text{students who transferred in} \\ - \text{students who transferred out, emigrated, or died} \\ \text{during the school years 2021/22, 2022/23, 2023/24, and 2024/25} \\ \text{(excluding summer 2025)} \end{array} \right]}$$

IMPORTANT: The four-year cohort graduation rate lags the other reporting indicators by one year.

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 that school year and the following four school years, and subtracting any students who transfer out, emigrate to another country, or pass away during that same period.

The Department uses the following formula to calculate the five-year cohort graduation rate for the class of 2024:

*Number of cohort members who earned a regular high school diploma
that fully aligns with the Idaho Content Standards
through summer 2025*

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*Number of students in grade 9 for the first time in fall 2020
+ students who transferred in
– students who transferred out, emigrated, or died
during the school years 2020/21, 2021/22, 2022/23, 2023/24, and 2024/25
(excluding summer 2025)*

IMPORTANT: The five-year cohort graduation rate used for accountability purposes lags the other reporting indicators by two years. Also, the four-year and five-year numbers in the cohorts that start in the same year may differ because of transfers or other reasons for adjustment in the fifth year.

College/Career Readiness Indicator

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

- [Advanced Mathematics Course](#) (p.54)
- [College and Career Readiness Course](#) (p.57)
- [Credit Recovery and Accumulation](#) (p.59)

Advanced Mathematics Course Participation

For this measure, the Department 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 measure of Advanced Mathematics Course Completion is applicable to any students enrolled in grade 8 or 9 as of May 3, 2025, regardless of their continuous enrollment status. The Department determines the course completeness based on the Course Exit Reason submitted by districts and charter schools to the SLDS via ISEE. Only 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)

In addition, courses are considered advanced mathematics only if their grade level, as submitted in the ISEE master course file gradeLevel field, equals or exceeds the corresponding grade level. Courses with the content grade level of MX are considered advanced.

The Department credits advanced courses to the base school where the student is enrolled as of May 3, 2025, 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 Department credits the advanced courses to all schools where the student is enrolled as of May 3, 2025.

See Table 15 for a list of advanced mathematics courses for each grade level.

IMPORTANT: The Department 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 15. List of Advanced Mathematics Courses by Grade

Course Code	Course Name	Grade 8	Grade 9
02008	Mathematics (Grade 8 Content)	Yes	No
02052	Algebra I (Grades 9-12)	Yes	Yes
02056	Algebra II (Grades 9-12)	Yes	Yes
02062	Integrated Mathematics I (Grades 9-12)	Yes	Yes
02063	Integrated Mathematics II (Grades 9-12)	Yes	Yes
02064	Integrated Mathematics III (Grades 9-12)	Yes	Yes
02072	Geometry (Grades 9-12)	Yes	Yes
02102	Discrete Mathematics (Grades 11-12)	Yes	Yes
02103	Trigonometry (Grades 11-12)	Yes	Yes
02110	Pre-Calculus (Grades 10-12)	Yes	Yes
02114	AP Pre-Calculus (Grades 10-12)	Yes	Yes
02121	Calculus (Grades 11-12)	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

Course Code	Course Name	Grade 8	Grade 9
02151	Applied Mathematics (Grades 5-12)	Yes	Yes
02157	Business Mathematics (Grades 9-12)	Yes	Yes
02201	Probability and Statistics (Grades 11-12)	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:

$$\frac{\text{Number of 8th grade students who have ever completed Pre Algebra or higher level mathematics course(s) in the 2024/25 school year and enrolled as of May 3, 2025}}{\text{Total number of 8th grade students enrolled as of May 3, 2025}}$$

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:

$$\frac{\text{Number of 9th grade students who have ever completed Algebra or higher level mathematics course(s) in the 2024/25 school year and enrolled as of May 3, 2025}}{\text{Total number of 9th grade students enrolled as of May 3, 2025}}$$

College and Career Readiness Course Participation

The College and Career Readiness measure is a composite of three components. For this measure, the Department 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, 2025. The Department credits advanced course enrollments to the base school where the student is enrolled as of May 3, 2025, regardless of 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 Department credits all schools where the student is enrolled as of May 3, 2025.

Students receive only 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. Also, 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:

$$\frac{\text{Number of firsttime seniors who have ever, while in grades 9 through 12, participated in Advanced Opportunities, or received an industry recognized certification, or participated in recognized high school apprenticeship program.}}{\text{Total number of first time seniors enrolled as of May 3, 2025}}$$

IMPORTANT: The Department calculates the percentage of students participating in Advanced Opportunities, receiving industry recognized certifications, or participating in recognized 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 College and Career Readiness component.

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 Department utilizes the Division of Career and Technical Education (CTE) approved capstone courses as a proxy for TCC.

Districts and charter schools indicate AP, IB, and CTE capstone course enrollments using the course assignment codes in ISEE. The full list of AP, IB, and CTE capstone courses and 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 students enrolled in courses to earn dual credit on their secondary AND postsecondary transcripts.

The Department 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 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 Department 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 while the application houses data for a variety of courses and programs, only those defined in [IDAPA 08.02.03.007.02](#) are considered Advanced Opportunities for the purpose of accountability calculations. For Dual Credit courses, the course must be transcribed on both the secondary and post-secondary transcript to be eligible for funding through Fast Forward with Advanced Opportunities.

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 industry-recognized, CTE-approved credentials and certifications in the earnedIndustryCertification 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

The Idaho Department of Labor provides the School to Registered Apprenticeship Program (STRAP) agreement to RAP sponsors, which brings statewide apprenticeship opportunities to students in Idaho public schools. Districts and charter schools track and identify students who participate in STRAP in the apprenticeshipParticipant field in their ISEE file.

Credit Recovery and Accumulation

The Department chose not to calculate or report this measure until additional clarification could be provided to districts and charter schools in order to ensure that data quality meets the use requirements of this measure.

School Quality Indicator

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

- [Communication with Parents on Student Achievement](#) (p.59)
- [Chronic Absenteeism](#) (p.59)
- [Internet Connectivity](#) (p.60)

Communication with Parents on Student Achievement

Coming soon when additional clarification can be provided to districts and charter schools, to ensure that data quality meets the use requirements of this measure.

Chronic Absenteeism

~~The ESEA Consolidated State Plan waiver submitted to and approved by the U.S. Department of Education in June 2021 requires Idaho to publicly report chronic absenteeism on its report card.~~

A student is considered chronically absent if the student is absent 10% or more school days during the school year. In accordance with the Office for Civil Rights' guidance, student absence is defined as, "A student was absent if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day".

Idaho districts and charter schools report if a student is "Chronically Absent" via ISEE, creating a Chronic Absenteeism flag on the student's record. The presence of the flag indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year and missed at least 10% of the total school days in which she or he was enrolled at that school. This measure is reported for grades K-12 upon students' exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason.

The percentage of students who are chronically absent is calculated using the following formula:

$$\frac{\text{Number of students who are chronically absent}}{\text{Total number of students enrolled as of May 3, 2024}}$$

Internet Connectivity

This measure is no longer required by the U.S. Department of Education.

The ESEA Consolidated State Plan waiver submitted to and approved by the U.S. Department of Education in June 2021 requires Idaho to publicly report student and/or teacher access to technology devices and high-speed internet on its Report card. To fulfill this requirement, the Department chose to report these E-rate data:

- Internet Provider
- 4TInternet Access (Mbps per Student)
 - Internet speeds are measured in "Megabits or Gigabits Per Second (Mbps)." Although higher speeds are desirable, the highest speed is not the best speed. Internet speeds are like roads: they need to be wide enough for traffic to drive back and forth without slowing or stopping.
- Cost of Internet (Dollar per Mbps)
 - The average statewide Cost Per Mbps for Idaho schools is calculated based on data from schools participating in the Department's Broadband Program.

E-rate, created by the U.S. Telecommunications Act of 1996, helps ensure that K-12 schools and libraries, particularly those in low-income or rural areas, have affordable access to telecommunications and Internet services. The program provides annual subsidies or "discounts" of 20 percent to 90 percent on eligible services and technology equipment. To learn more about how schools benefit from E-rate, and how the Department supports broadband for schools, contact Daniel Vogt at 208-332-6993 or dvogt@edu.idaho.gov.

Additional Reporting Indicator

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

- [Teacher Workforce](#) (p.61)
- [College-going Rate](#) (p.61)
- [Data from the Civil Rights Data Collection](#) (p.62)

The following sections describe each measure in more detail.

Teacher Workforce

[ESEA section 1111 \(h\)\(1\)\(C\)\(ix\)](#) requires the Department 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 Department is committed to evaluating 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 to ensure all students have equitable access to excellent educators, contact Carol Roessler at 208-332-6889 or croessler@sde.idaho.gov.

Inexperienced Educators

The [Idaho Consolidated State Plan](#) defines inexperience as the first year of practice. To calculate the total years of practice, the Department 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 an 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

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](#).

Out-of-Field Teachers

The [Idaho Consolidated State 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.

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 do not have to hold the same instructional assignment year after year; however, any staff who moves to a non-instructional position (e.g., 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 Teacher Retention measure is calculated as follows:

$$\frac{\begin{aligned} & \textit{Number of certified staff with active instructional assignments} \\ & \textit{as of September 30, 2022,} \\ & \textit{who returned to the same school/LEA/state} \\ & \textit{as teacher of record, co – teacher, or lead teacher} \\ & \textit{in the 2023/24 school year} \end{aligned}}{\begin{aligned} & \textit{Number of certified staff with active instructional assignments} \\ & \textit{as of September 31, 2021,} \\ & \textit{at a school/LEA/state} \\ & \textit{as teacher of record, co – teacher, or lead teacher} \\ & \textit{in the 2022/23 school year} \end{aligned}}$$

College-going Rate

College-going rate is the percentage of high school graduates who enroll in a public or private postsecondary institution within various timeframes. College-going rate is calculated and reported by the SBOE on its [data dashboard](#). For more information, contact Cathleen McHugh at 208-332-1572 or cmchugh@edu.idaho.gov.

Data from the Civil Rights Data Collection

All districts and charter schools complete the Civil Rights Data Collection (CRDC) once every 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 race, color, national origin, sex and disability. For more information, refer to the [CRDC website](#).

REPORTING REQUIREMENTS

The Department strives for transparency in sharing various measures on its [Report Card](#) to inform parents, administrators, and other stakeholders about how the state, districts and charter schools, and 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.63)
- [Federal Reporting Requirements](#) (p.67)

State Reporting Requirements

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

- [Minimum N-size](#)(p.63)
- [Rounding](#) (p.64)
- [Reporting Level](#) (p.64)
- [Subgroup Assignment](#) (p.64)

Minimum N-size

The Department balances two competing goals: helping parents and other stakeholders access and understand key performance and progress indicators; and protecting 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](#).

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 Department 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 are redacted by masking or blurring when cell sizes are fewer than 5, and reported in aggregate when cell sizes are 5 or greater. In most cases, the Department redacts at least two cells to prevent any redacted cell from being derived from the unredacted cells.

Contact Doug Armstrong at 208-332-1589 or darmstrong@edu.idaho.gov with questions or for 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 schools, and districts and charter schools are meeting the measures of interim progress, the Department uses the minimum n-size of 20 for “All Students” and corresponding subgroups. The Department 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 in the Reporting Requirements (p.63).

For more information, refer to the [School Identification Methodology](#) section (p.70) and the [Goals and Targets](#) section (p. 68).

Rounding

Unless specified in this document, the Department rounds numbers and percentages to the nearest 10th decimal place for reporting purposes.

Reporting Level

The Department reports [Federal and State Required Indicators](#) at the state-, district and charter school-, and school-level on its [Report Card](#). Some indicators and measures are reported at only one level: the state-, district and charter school-, or school-level.

For a comprehensive list of districts and charter schools, schools, and their accountability data in Excel, refer to the [Accountability](#) page.

Subgroup Assignment

The Department 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 refers to the latest race-ethnicity 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 students who have ever had an IEP during the four years of their cohort period.

English Learners

English Learners (ELs) are 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 in the English Learner Management System (ELMS). Specifically, English Learners have the EL status of L1, LE, or EW on the testing/reporting date.

For [ISAT/IDAA Proficiency Rate in](#) , [ISAT/IDAA Proficiency Rate in Mathematics](#), and [ISAT/IDAA Proficiency Rate in Science](#), [ISAT/IDAA Proficiency Rate Gap Closure in](#) , and [Student Growth toward Proficiency - ISAT Mathematics](#), the English Learners group also includes English learners who exited the LIEP but are being monitored by the district or charter school 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

Starting in the 2018-19 school year, economically disadvantaged students are students who have ever been identified in the reporting year as Free Lunch Eligible, Reduced Lunch Eligible, Direct Certified [Free Lunch, Direct Certified Reduced Lunch](#), 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 Lunch and Reduced-Priced Lunch Programs under the National School Lunch Act of 1946 is not determined due to Provision 2 or the Community Eligibility Option may be included in the “Not Eligible” group.

For the [Graduation Rate Indicator](#), economically disadvantaged students are all 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 students who are eligible for the Migrant Education Program (MEP) on the testing/reporting date based on the Qualifying Arrival Date (QAD) submitted by the district or charter school via Migrant Student Information System (MSIS).

For the [Graduation Rate Indicator](#), migrant students are all 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 the 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 all 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 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 Department receives the foster care data from the DHW five days a week.

For the [Graduation Rate Indicator](#), children in foster care are all 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 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 all 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 Department does not share any individual student information with the U.S. Department of Education (ED); however, the Department 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 help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them.

Inclusion Criteria

To ensure statistically reliable evaluation, the SBOE has established the n-size of 20 as the accountability minimum for comparing district/charter school, and school performance against long-term goals, interim progress targets, and participation targets. The Department calculates the attainment status of targets only for subgroups that meet this minimum requirement that they contain 20 or more students.

This minimum-20 rule has an exception. For the purpose of identifying [Goal Maker](#) status (p.83), the Department uses the minimum n-size of 5 for the All Students group.

IMPORTANT: *The accountability n-size requirement is not the same as the reporting minimum n-size requirement, intended to protect PII.*

For reporting purposes, the Department uses the minimum n-size of 5 for “All Students” and any other student subgroups. The Department 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.63).

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](#), [English Learners’ Achieving English Language Growth toward Proficiency](#), [Four-year Cohort Graduation Rate](#), and [Five-year Cohort Graduation Rate](#) for a required set of subgroups.

Failure to meet these goals and targets does not result in any corrective actions. However, the Department publicly reports the long-term goals and measurements of interim progress, as well as the attainment status for all schools, districts and charter schools, and the state on its [Report Card](#).

For the rationale behind these rules and actual figures, see the latest [Idaho Consolidated State Plan](#).

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.”

Individuals with Disabilities Education Act (IDEA) Performance Target

In addition to the goals and targets described in this section, all districts and charter schools with students with disabilities must meet the goals and targets outlined in the State Performance Plan (SPP)/Annual Performance Report (APR). Failure to meet these targets may affect district and charter school determinations.

Contact Chynna Hirasaki at 208-332-6806 or chirasaki@sde.idaho.gov for more information on these Individuals with Disabilities Education Act (IDEA) requirements.

SCHOOL IDENTIFICATION METHODOLOGY

IMPORTANT: In response to the disruption caused by COVID-19, Idaho did not identify or recognize schools based on the 2020-21 results for the 2021-22 school year, and instead delayed identification to the 2022-23 school year, based on 2021-22 results, and delayed identification to fall 2022, based on 2021-22 results.

[ESEA section 1111\(c\)\(4\)\(D\)](#)[ESEA section 1111\(c\)\(4\)\(D\)](#) requires the state to establish a methodology to meaningfully identify schools for additional state assistance and resources. Idaho also recognizes schools with Top Performance. The following sections describe how the Department identifies schools for:

- [Comprehensive Support and Improvement \(CSI\)](#)(p.71)
 - Lowest-Performing Schools (CSI Up)
 - Low High School Graduation Rates (CSI Grad)
 - Chronically Very Low-Performing Subgroup
- [Targeted Support and Improvement \(TSI\)](#) (p.78)
 - Underperforming Subgroup (TSI)
- [Additional Targeted Support and Improvement](#) (p.79)
 - Very Low-Performing Subgroup (ATSI)
- [Performance Recognition](#) (p.81)
 - Top Performer
 - Goal Maker

For more information on the school identification methodology, refer to the [Idaho Consolidated State Plan](#).

New CSI Up and CSI Grad schools were identified for the 2022-23 school year based on the 2021-22 accountability measures. The Department continues to monitor CSI identification data annually, even during an off-cycle year. The Department annually identifies TSI and ATSI schools, as well as Top Performers and goal makers.

Comprehensive Support and Improvement (CSI)

There are three types of comprehensive support and improvement schools:

- [Lowest-Performing Schools](#) (CSI Up) (CSI Up, p.71);
- [Schools with 5-year Graduation Rate Below 67%](#) (CSI GRAD, p.76); and
- [Chronically Very Low-performing Subgroups](#) (CSI Up, p.76)

Lowest-Performing Schools (CSI Up)

The Department identifies lowest performing (CSI Up) schools for comprehensive support and improvement by calculating weighted composite values. Any schools, regardless of their Title 1 status, that have a weighted composite at or below the lowest 5-percent of Title 1 schools' composite are considered CSI Up.

This section includes the following information on identifying CSI Up schools for comprehensive support and improvement using the 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 Department identifies CSI Up schools every three years. The Department continues to monitor identification data annually, even during an off-cycle year. Due to COVID-19 interruptions, the second set of CSI Up schools was identified for the 2022-23 school year, based on 2021-22 assessment results. [The Department identifies the third set of CSI Up Schools for the 2025-26 school year, based on 2024-25 results.](#)

Indicators

The Department 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 Department uses the results for the All Students group. Since the [English Learners' Achieving English Language Growth toward Proficiency](#) measure is applicable to English Learners only, the All Students group for this measure includes, by definition, only English Learners. For more information on each measure, click the link in [Table 16](#).

Table 16. Measures to Identify 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.35)	Yes	Yes	Yes	*
ISAT/IDAA Proficiency Rate in Mathematics (p.37)	Yes	Yes	Yes	*
Student and English Learner Progress Indicator				
Student Growth toward Proficiency – ISAT ELA/Literacy (p.45)	Yes	No	No	*
Student Growth toward Proficiency - ISAT Mathematics (p.47)	Yes	No	No	*
English Learners’ Achieving English Language Growth toward Proficiency (p.49)	Yes	Yes	Yes	*
Graduation Rate Indicator				
Five-year Cohort Graduation Rate (p.52)	No	Yes	Yes	*
School Quality Indicator				
College and Career Readiness Course (p.57)	No	Yes	Yes	**
Chronic Absenteeism (p.59)	Yes	No	No	**

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

For schools that serve only 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.](#))” Since some schools do not have a one-to-one feeder relationship, the Department maps the students in grade 3 back to where they were enrolled in grade 2, based on their EDUID. The students must be continuously enrolled in both grade 2 and grade 3 to be part of the Academic Achievement indicator.

N-size

The AOC of the SBOE established 20 as the minimum n-size (number of observations) per group, as part of the accountability requirements. The Department combines the last three years of data and determines whether the combined data meet the minimum n-size of 20. Any schools that fail to meet these inclusion criteria are instead reviewed using the [Qualitative Data Review Process](#) (p. 77).

IMPORTANT: The accountability n-size requirement is not the same as the reporting minimum n-size requirement, intended to protect PII.

For reporting purposes, the Department uses the minimum n-size of 5 for “All Students” and any other student subgroups. The Department 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.63).

Calculation Process

To create a weighted composite value that identifies CSI Up schools, the Department first calculates a three-year weighted average for each measure. Each year’s value is weighted by the number of students that year; the sum of products is divided by the sum of students across the three years the Department then applies another weight to each average measure to calculate the weighted composite value. Those weights are identified in [Table 16](#).

The Department 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 an average, weighted by each year’s n-size. For indicators with fewer than three years of available statewide data, combine performance for the number of years available years.
2. For each measure, order all schools, regardless of Title 1 status, within their specific school category from high to low weighted average calculated in Step 1. If a school does not meet the n-size for a particular measure, exclude 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, because no school exists below that school. Assign the same, lowest rank to schools with the same performance.
4. Calculate the percentile rank per selected school using the school’s numeric rank determined in Step 3 in this formula:

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

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 within each school type.
6. Multiply the percentile ranks by the weights described in Table 16. The weights are school-specific, because a school may or may not satisfy the n-size for every measure. For example, If the School Quality Indicator does not meet the n-size, calculate a weighted composite value by equally distributing 100% of the weight across applicable measures, according to the rules in Table 16.

Inclusion Criteria: 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.

Any schools that fail to meet these inclusion criteria are instead reviewed using the [Qualitative Data Review \(QR\) Process](#) (p. 74).

7. Calculate a composite value for each school by summing the weighted percentile ranks.
8. Rank Title 1 schools from highest to lowest within their School Category based on their composite value.
9. Calculate each Title 1 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 1 schools for each School Category (i.e., a percentile rank of at most 5.00).
11. Regardless of Title 1 status, designate all schools with a composite value at or below their School Category's 5% threshold, as calculated in Step 9, as CSI Up.

[Qualitative Data Review \(QR\) Process](#)

The Department convenes a committee to review all schools that did not receive a composite value, identifying them only with their Title 1 Status, Grades Served, and School Category. For more information on the qualitative review process, refer to the [Idaho Consolidated State Plan](#).

For the 2022 identification, the committee identified a school as CSI Up following these steps:

1. Include all QR schools whose performance was in the lowest quartile of all schools in the state on more than one indicator, after removing outliers, and regardless of the number of observations per measure.
2. Rate the performance of each school on each available measure against the state interim target for the measure, assigning
 - 1 to results meeting 80% or more of the target;
 - 2 to results meeting 60%-79% of the target;
 - 3 to results meeting less than 60% of the target;
3. Calculate an average performance across available ratings per school.
4. Rank order schools based on their average performance on the available ratings.
5. Identify as CSI Up-QR those in the top 5% of averages, that is, those with the highest average ratings.

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; and
- Achieve 2024-25 ISAT/IDAA Proficiency Rate for ELA/Literacy and ISAT/IDAA Proficiency Rate for Mathematics results above those at the point of identification, and above the 10th percentile among all schools per school category for the All Student group; and

Submit ~~an annual plan~~ a sustainability plan for how to improve student achievement.

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

- For schools that are identified for a second or more times consecutively, the plans must be reviewed by the State Technical Assistance Team (STAT).

- A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

Chronically Very Low-performing Subgroups

If a school is identified for additional targeted support and improvement (ATSI) – in other words, as having very low-performing subgroups – for three consecutive years in an identification cycle, the Department identifies the school for comprehensive support and improvement (CSI). For more information on the identification of ATSI schools, refer to the [Additional Targeted Support and Improvement \(ATSI\)](#) section (p. 79).

Schools with 5-year Graduation Rate Below 67% (CSI Grad)

The Department 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 Title 1 status, at or below 67% in three-year weighted average cohort graduation rates is 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 Department identifies CSI Grad schools every three years. The Department continues to monitor identification data annually, even during an off-cycle year. Due to COVID-19 interruptions, the Department conducted the second CSI Grad identifications for the 2022-23 school year. [The Department identifies the third set of CSI Up Schools for the 2025-26 school year, based on 2024-25 results.](#)

Indicators

The Department uses the Five-year Cohort Graduation Rate measure to identify CSI Grad schools. For more information on the measure, refer to the [Five-year Cohort Graduation Rate](#) section (p.52).

N-size

The AOC of the SBOE established 20 as the minimum n-size (number of observations) per group, as part of the accountability requirements. The Department combines the last three years of data and determines whether the combined data meets the minimum n-size of 20. Any schools that fail to meet these inclusion criteria are instead reviewed using the [Qualitative Data Review Process](#) (p. 77).

IMPORTANT: *The accountability n-size requirement is not the same as the reporting minimum n-size requirement, intended to protect PII.*

For reporting purposes, the Department uses the minimum n-size of 5 for “All Students” and any other student subgroups. The Department 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.63).

Calculation Process

To create three-year weighted average cohort graduation rates, the Department first combines numerator and denominator of the Five-year Cohort Graduation Rate measure across the previous three years.

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

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

Finally, the Department identifies any high schools and alternative high schools, regardless of Title 1 status, as CSI Grad Schools if their three-year weighted average graduation rate is at or below the 67% threshold.

Qualitative Data Review Process

For any schools that do not receive a three-year weighted cohort graduation rate, the Department convenes a review committee to conduct a qualitative data review. The committee members together review schools that do not receive a three-year weighted cohort graduation rate, identified only with their Title 1 Status, Grades Served, and 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 Grad when the three-year average cohort graduation rate was at or below 67%.

For the 2022 identification, the qualitative review committee evaluated no schools for CSI Grad.

Exiting

To exit the CSI Grad status, a school must:

- Exceed 67% in the Five-year Cohort Graduation Rate measure in two consecutive years for the All Students group; or
- The most recent three-year average of Five-year Cohort Graduation Rate measure exceeds 67%.

Targeted Support and Improvement (TSI)

Schools with underperforming subgroups receive targeted support and improvement (TSI).

Underperforming Subgroups

The Department identifies TSI schools with underperforming subgroup(s) by calculating weighted composite values. Unlike the CSI Up schools identified based on the weighted composite values for the All Students group only, the Department identifies TSI schools based on the weighted composite values for subgroups against the state composite value for the All Students group.

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 Department annually identifies TSI schools. The Department publicly identifies the status of targeted support and improvement on its [Report Card](#).

Indicators

The indicators used for the identification of TSI 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 Schools \(CSI Up\) section](#) (p.71). The Department runs the calculations for the All Students group and 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 (p77).

N-size

The AOC of the SBOE established 20 as the minimum n-size (number of observations) per group, as part of the accountability requirements. The Department combines the last three years of data and determines whether the combined data meets the minimum n-size of 20. Any schools that fail to meet these inclusion criteria are instead reviewed using the [Qualitative Data Review Process](#) (p. 77).

IMPORTANT: *The accountability n-size requirement is not the same as the reporting minimum n-size requirement, intended to protect PII.*

For reporting purposes, the Department uses the minimum n-size of 5 for “All Students” and any other student subgroups. The Department 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.63).

Calculation Process

The calculation process used for the identification of TSI schools is similar to that for the identification of CSI Up schools. For more information, refer to the [Lowest-Performing Schools \(CSI Up\) section](#) (p.71).

If the composite value is at or below bottom 5% (i.e., a percentile rank of at most 5.00) for any of the subgroups AND below bottom 5% of the state composite for the All Students group in the corresponding school category, the Department identifies the school as a TSI school.

Exiting

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

Additional Targeted Support and Improvement (ATSI)

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

Very Low-Performing Subgroups

The Department identifies ATSI schools with very low-performing subgroup(s) by calculating weighted composite values. Unlike the CSI Up schools identified based on the weighted composite values for the All Students group, the Department identifies ATSI schools based on the weighted composite values for subgroups. In addition, only the schools that are identified as [Targeted Support and Improvement \(TSI\)](#) are included in the ATSI calculation.

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 Department annually identifies ATSI schools. The Department 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 Schools \(CSI Up\)](#) section (p.71). Instead of the All Students group, the Department 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 (p64).

N-size

The AOC of the SBOE established 20 as the minimum n-size (number of observations) per group, as part of the accountability requirements. The Department combines the last three years of data and determines whether the combined data meets the minimum n-size of 20. Any schools that fail to meet these inclusion criteria are instead reviewed using the [Qualitative Data Review Process](#) (p. 77).

IMPORTANT: The accountability n-size requirement is not the same as the reporting minimum n-size requirement, intended to protect PII.

For reporting purposes, the Department uses the minimum n-size of 5 for “All Students” and any other student subgroups. The Department 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.63).

Calculation Process

The calculation process used for the identification of ATSI schools is the same as that for the identification of TSI schools with one exception. Only the schools that are identified as TSI are included in the ATSI calculation. For more information, refer to the [Targeted Support and Improvement section](#) (p.71).

Per school group, the schools performing at or below the lowest 5% for each subgroup are identified for additional targeted support and improvement (ATSI).

Exiting

The Department 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 Department identifies the school for comprehensive support and improvement (CSI Up) based on chronically very low-performing subgroups. For more information, refer to the [Lowest-Performing Schools \(CSI Up\) section](#) (p. 71).

Performance Recognition

There are two types of performance recognitions:

- [Top Performer](#) (p.81)
- [Goal Maker](#) (p.83)

Top Performer

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

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

- Identification Schedule
- Indicators

- N-size
- Calculation Process

Identification Schedule

Beginning in the 2018-19 school year, the Department annually identifies Top Performing schools. The Department publicly identifies the Top Performance status 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 Schools \(CSI Up\)](#) section (p. 71).

N-size

The AOC of the SBOE established 20 as the minimum n-size (number of observations) per group, as part of the accountability requirements. The Department combines the last three years of data and determines whether the combined data meets the minimum n-size of 20. Any schools that fail to meet these inclusion criteria are instead reviewed using the [Qualitative Data Review Process](#) (p. 77).

IMPORTANT: *The accountability n-size requirement is not the same as the reporting minimum n-size requirement, intended to protect PII.*

For reporting purposes, the Department uses the minimum n-size of 5 for “All Students” and any other student subgroups. The Department 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.63).

Calculation Process

The calculation process used for the identification of Top Performing schools is similar to that for the identification of CSI Up schools ([Lowest-Performing Schools \(CSI Up\)](#), p. 71), with a key exception. The Department calculates percentile ranks for each measure but does not calculate a weighted composite value. Specifically, the Department uses the following procedures to identify Top Performing schools:

1. For each measure used in school identification, use the last three years of data to calculate an average, weighted by each year’s n-size. For measures with fewer than three years of statewide data, combine performance for the available years.
2. For each measure, order all schools, regardless of Title 1 status, within their specific school category from high to low, on the 3-year average calculated in Step 1. If a school

does not meet the n-size for a particular measure, the Department 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 calculated:

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

If the rank determined in Step 3 is zero, the school's percentile rank is zero.

5. Repeat Steps 1 through 4 for all measures, within each school category.
6. Designate the top 10% of all schools within a school category, regardless of Title 1 status, for each measure and school category (i.e., a percentile rank of at least 90.00) as Top Performing schools. If no 90th percentile exists within a school category, schools with the highest performance for that measure are identified as Top Performing schools.

Goal Maker

The Department publicly reports the Long-Term Goals and Measurements of Interim Progress, as well as the attainment status for the state, for all schools, and for districts and charter schools on its [Report Card](#). The Department annually recognizes the 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.68).

APPENDIX A. LIST OF EXEMPT SCHOOLS

The Department excludes the following schools from the district and charter school- and school-level [Report Card](#) based on adjudicated placement of their students. The students at these schools are still reported at the state-level.

Table 17. Schools Excluded from the District/Charter- & School-level Report Card

District or Charter School (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)

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

Table 18. Schools Excluded from the School-level Report Card

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

APPENDIX B. 2024 TESTING POPULATION

The following tables show which populations of students were tested in Spring 2023 versus Spring 2024, per assessment.

ELA/Literacy and Mathematics Participation Requirement

These tables show which students do and do not qualify for the ELA/Literacy assessment, per year.

Table 19. ELA/Literacy and Mathematics Assessment for Students Who Do Not Qualify for IDAA

Grade Levels	Spring 2023	Spring 2024
Grade 9	Optional participation in grade 11* ISAT via <i>Challenge Up</i>	Optional participation in grade 11* ISAT via <i>Challenge Up</i> **
Grade 10	Optional participation in grade 11* ISAT via <i>Challenge Up</i>	Optional participation in grade 11* ISAT via <i>Challenge Up</i> **
Grade 11	Required participation in grade 11 ISAT if: <ul style="list-style-type: none"> The 2022 Spring grade 10 ISAT did not meet the 11th grade Proficient Level (3) cut score OR <ul style="list-style-type: none"> The student did not participate in 2022 Spring grade 10 ISAT Optional participation in grade 11 ISAT, if Spring 2022 grade 10 ISAT met the 11 th grade Proficient Level (3) cut score.	Required participation in grade 11 ISAT unless: The student took the ISAT in 2023 via <i>Challenge Up</i> in and met the 11th grade Proficient Level (3) cut score.
Grade 12	Participation not promoted	Participation not promoted

*Grades 9 and 10 ISATs are no longer available. ICA and SICA Interims will provide similar data to the Summative assessments and are available to grade 9 and 10 students through the summative testing window.

***Challenge Up* is intended for students who have already received instruction in the content standards assessed on the 11th grade ISAT in the corresponding subject.

Table 20. ELA/Literacy and Mathematics Assessment for Students Who Qualify for IDAA

Grade Levels	Spring 2022	Spring 2023
Grade 9	Participation not promoted	Participation not promoted
Grade 10	Required participation in grade 10-IDAA	Required participation in grade-10 IDAA
Grade 11	Participation not promoted	Participation not promoted
Grade 12	Participation not promoted	Participation not promoted

Science Participation Requirement

These tables show which students do and do not qualify for the Science assessment, per year.

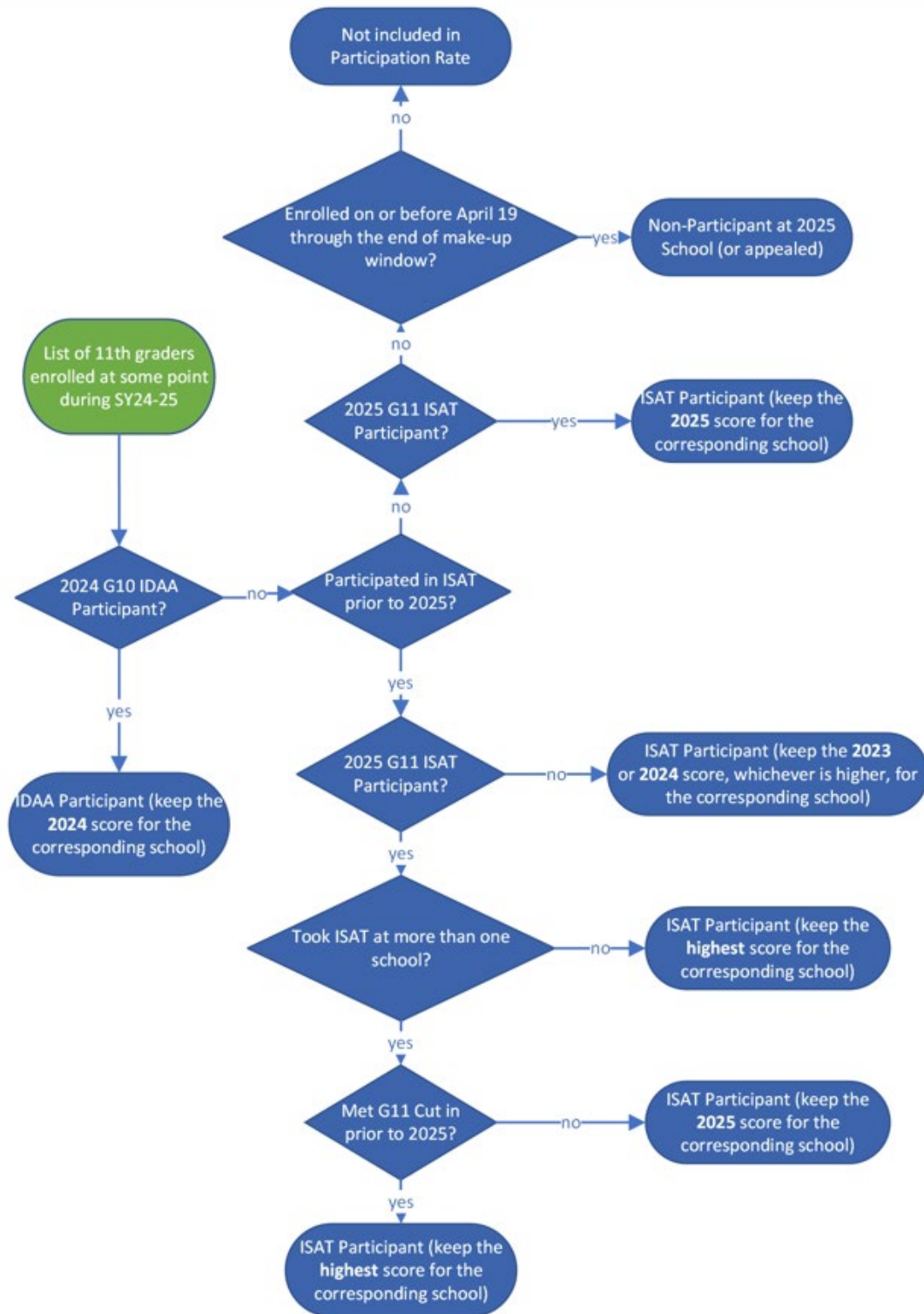
Table 21. Science Assessment for Students Who Do NOT Qualify for IDAA

Grade Levels	Spring 2022	Spring 2023
Grade 9	Participation not promoted	Participation not promoted
Grade 10	Participation not promoted	Participation not promoted
Grade 11	Required participation in grade-11 ISAT	Required participation in grade-11 ISAT
Grade 12	Participation not promoted	Participation not promoted

Table 22. Science Assessment for Students Who Qualify for IDAA

Grade Levels	Spring 2022	Spring 2023
Grade 9	Participation not promoted	Participation not promoted
Grade 10	Participation not promoted	Participation not promoted
Grade 11	Required participation in grade-11 IDAA	Required participation in grade-11 IDAA
Grade 12	Participation not promoted	Participation not promoted

APPENDIX C. ISAT/IDAA 11-GRADE PARTICIPATION



(Accessible Transcription of the flow chart)

List of 11th graders enrolled at some point during SY24-25

→ 2024 G10 IDAA Participant?

- Yes → IDAA Participant (keep the 2024 score for the corresponding school)
- No → Enrolled on or before April 19 through the end of make-up window?
 - No → Not included in Participation Rate
 - Yes → Non-Participant at 2025 School (or appealed)

→ 2025 G11 ISAT Participant?

- Yes → ISAT Participant (keep the 2025 score for the corresponding school)
- No → Participated in ISAT prior to 2025?
 - No → Not included in Participation Rate
 - Yes → 2025 G11 ISAT Participant?
 - No → ISAT Participant (keep the 2023 or 2024 score, whichever is higher, for the corresponding school)
 - Yes → Took ISAT at more than one school?
 - No → ISAT Participant (keep the highest score for the corresponding school)
 - Yes → Met G11 Cut in prior to 2025?
 - No → ISAT Participant (keep the 2025 score for the corresponding school)
 - Yes → ISAT Participant (keep the highest score for the corresponding school)