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State IDs schools for support, recognition as part of accountability system

(BOISE) – Idaho will provide coaching, professional development and other supports over the next three years to help elevate student performance in schools identified as underperforming or with low graduation rates by the state’s new accountability system. The state also will invest \$6.3 million in improvement grants for underperforming schools that are part of the federal Title I-A program.

“The system identifies those schools most at risk so we can direct resources there and partner with local school leadership teams to identify specific supports and plan to improve,” Superintendent of Public Instruction Sherri Ybarra said. “We also want to highlight bright spots of performance on specific indicators to celebrate and to find places where strategies are yielding top performance in our schools.”

The identification marks the first of three phases of information to be released from the state’s new accountability system. The second and third phases, described below under “what’s next,” are planned for early September and December.

“The accountability system is designed to identify the schools where the biggest needs are, and now it is up to all of us to work proactively with local stakeholders on improvement plans,” said Dr. Linda Clark, president of the State Board of Education. “This isn’t about taking a heavy-handed approach. It is about building partnerships and gaining local support and trust so that we can use these federal funds to really make a difference for the students and for these schools.”

The state’s new accountability system, approved by the U.S. Department of Education, was developed by the State Department of Education and State Board of Education over the past several years working with stakeholder groups.

The system was designed to:

- identify schools for support with low achievement and low or no growth in achievement as underperforming and for graduation rates below 67 percent;
- recognize schools for top performance and reaching goals;

- and provide Idahoans with a dashboard of key performance indicators. Today's support and recognition identifications are based on overall performance and identify schools in three categories: K-8, high schools and alternative high schools.
- **Comprehensive Support and Improvement Underperforming (CSI Up):** Identification is based on the performance of schools on four academic indicators, and one school quality/student success indicator was reviewed. Using a composite of the performance indicators, the lowest performing schools were identified. Where data was insufficient because of school size, a qualitative review of existing data was used to review school performance.
- **Comprehensive Support and Improvement Graduation (CSI Grad):** Three years of graduation rates were averaged, and any high school with a rate lower than 67 percent was identified.
- **Top performing:** Schools where performance is in the 90th percentile among all schools on any indicator used in the composite score to identify schools for state assistance.
- **Goal makers:** During the next six years, the state's goal is to reduce by one-third the percentage of students who are not proficient, not graduating and not making progress toward English language proficiency. Schools that reached the interim target for 2018 were recognized.

Assistance for CSI schools: Schools in both categories – underperforming and graduation -- will receive three years of assistance through the state's school improvement system that includes access to leadership professional development; a capacity builder, an experienced school improvement leader; and other supports based on the schools' needs. CSI schools will create an improvement plan including a comprehensive needs assessment to be submitted in January to the state, and will work with a state team to monitor progress.

In addition, CSI Up schools that also are part of the federal Title I program will access more than \$6.3 million in federal grants to fund improvement efforts during the next three school years. Identified CSI Up schools that are Title I and serve less than 20 students will receive a base amount of \$25,000 per year, and larger schools will receive \$50,000 and a per-pupil funding amount.

School leadership teams will meet with their state coach and the state technical assistance team Sept. 10-11 for CSI Up schools and Oct. 30 for CSI Grad schools.

What's next: In September, the state will identify support and recognition schools based on the performance of specific groups of students in schools such as special education, English learners, etc. It also will recognize goal makers for specific groups of students in four areas and top performing schools on other indicators in the state's framework.

In December, the state will publish a revamped K-12 Report Card, available online, to provide Idahoans an easy to use and understand electronic dashboard of information on all performance indicators for schools and districts.

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Editors and reporters: The lists of schools identified for support and recognition are attached. Below is a chart with the number of schools in each identification category by school type. Also included is a chart with state indicators. The lists and other information about the state’s accountability system are posted online at: <http://www.sde.idaho.gov/assessment/accountability/index.html>

Identification: Statewide: 490 K-8 schools; 172 high schools; and 44 alternative schools were reviewed.

Identification category	# of K-8 schools identified	# of high schools identified	# of alternative high schools
CSI Up	22	5	2
CSI Grad	Not applicable	9	37
Goal maker English Language Arts Achievement – Interim Measure 58.2%	158	72	0
Goal maker: Math Achievement – Interim Measure 48.1%	220	35	0
Goal maker: Graduation – Interim Measure 82.2%	Not applicable	110	0
Goal maker: English learners -- Interim measure 51.46%	215	15	0
Top Performing English Language/Arts Achievement	47	16	3
Top Performing Math Achievement	47	16	3
Top Performing Graduation Rate	Not applicable	15	3
Top Performing Growth to English Language Proficiency	16	3	0
Top Performing College Career Readiness	Not applicable	21	3
Top Performing Student Engagement	44	Not applicable	Not applicable

Idaho K-12 Accountability Indicators

The Idaho Legislature and the Idaho State Board of Education established the academic and school quality and student success indicators for the state’s public school accountability system. The items in the tables with an * are used to identify schools for support and were also approved by the U.S. Department of Education. Items in the table with two ** are indicators that will be collected and reported for the first time in the 2018-19 school year. Results from all indicators will be published in the state’s Report Card in December.

Academic		
Schools serving K-8	High schools	Alternative schools
ISAT proficiency*	ISAT proficiency*	ISAT proficiency*
ISAT growth*		
ISAT proficiency gap closure	ISAT proficiency gap closure	
Growth toward English Language proficiency*	Growth toward English Language proficiency*	Growth toward English Language proficiency*
English learner proficiency	English learner proficiency	English learner proficiency
Statewide Reading Assessment (K-3) proficiency		
	Graduation rate (4-year cohort)*	Graduation rate (4-year cohort)*
	Graduation rate (5-year cohort)	Graduation rate (5-year cohort)
School Quality and Student Success Indicators		
Schools serving K-8	High schools	Alternative schools
Student survey*	Student survey**	Student survey**
Teacher survey**	Teacher survey**	Teacher survey**
Parent survey**	Parent survey**	Parent survey**
Communication with parents on student achievement**	Communication with parents on student achievement**	Communication with parents on student achievement**
Students in grade 8 enrolled in pre-Algebra or higher class	Students in grade 9 enrolled in Algebra I or higher class	Credit Recovery and Accumulation
	College and career readiness which includes participation in advanced opportunities, earning industry recognized certifications, and participation in a recognized high school apprenticeship program. *	College and career readiness which includes participation in advanced opportunities, earning industry recognized certifications, and participation in a recognized high school apprenticeship program.*