SUBJECT

FY 23 Accountability Oversight Committee Recommendations Report

REFERENCE

August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools.
December 2018	Board received the AOC's fiscal year 2019 report with an analysis on the first year of implementation of the state's new K-12 school accountability system.
June 2020	Board received the AOC's fiscal year 2020 report with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-19 Student Achievement Report.
February 2021	Board adopted recommendations from the AOC related to the state's high school accountability assessment, initiating the negotiated rulemaking process which led to changes to IDAPA 08.02.03.111.
April 2021	Board adopted recommendations from the AOC to shift the accountability school quality measure to chronic absenteeism, initiating the negotiated rulemaking process which led to changes to IDAPA 08.02.03.112.
June 2021	Board received the AOC's fiscal year 2021 report with recommendations to restructure future reports.
April 2022	Board received the AOC's fiscal year 2022 report with recommendations to improve student outcomes, as related to analysis of the data in the SDE's 2020-21 Student Achievement Report.
April 2023	Board received the AOC's fiscal year 2023 report and supported use of the executive summary.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.Q. Accountability Oversight Committee
Idaho Code § 33-110
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of

Education (SDE) staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

The AOC's annual reports are focused on recommendations to the Board and SDE as a result of the committee's review and analysis of substantial data, as presented in annual SDE Student Achievement Reports. In FY 22, the AOC focused the report on identifying data that appeared to indicate negative impacts of the pandemic. In the FY 23 Accountability Oversight Committee Report (Attachment 1), the AOC put an emphasis on those areas identified in FY 22 to determine the extent to which student achievement recovered at end of the pandemic.

To ensure the Board and public could better identify the AOC's highest priority recommendations, the committee's FY 23 Report (Attachment 1) includes a focused Executive Summary, as provided to the Board for review at the April 2023 meeting. The full report includes conclusions summarizing data analysis by subject and then presents recommendations, divided between policy recommendations for the Board and implementation recommendations for SDE. The recommendations are further separated between short-term and long-term actions, and definitions of these timelines are provided in the Section 3 introductory material.

The FY 23 Accountability Report includes two appendices: Appendix A, the 2020-2021 Student Achievement Report; and Appendix B, Recommendations for Future Analyses, which recommends additional data to be considered for review in the future, as appropriate.

The following recommendations and corresponding data from the FY 23 AOC Recommendations Report have been identified as the most critical for the Board to understand in depth:

Early Literacy
Priority Recommendation for the Board and Department (short-term):

- Maintain commitment to the early literacy initiative, including financial and support resources, with a focus on subgroups and cohorts most impacted by the pandemic.

Middle Grades Math
Priority Recommendation for the Board and Department (short-term):

- Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting the Work Group's recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.

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- Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for identified students.

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Priority Recommendation for the Board and Department (short-term):

- Expand the collaboration between the State Board and SDE to provide support and resources to districts and schools to reduce absenteeism.

IMPACT

This informational item will give the Board additional 2021-22 school year data and corresponding analysis from the FY 23 AOC Report. The data provided will offer more depth regarding the development of the AOC's priority recommendations. Based on this, the Board may request additional or different data to be included in the AOC's FY 24 Report or may adjust practices or policies as they deem appropriate based on the information provided.

Any recommendations that impact statute or Administrative Code may be brought back to the Board by the appropriate agency for consideration as legislative ideas or through the negotiated rulemaking process.

ATTACHMENTS

Attachment 1 – FY 23 Accountability Oversight Committee Recommendations Report, March 2023 (including appendices)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The AOC Recommendations Report is intended to guide the Board and SDE to adjust policies and practices in an effort to develop structures that support improved student achievement.

If the Board is supportive of the reviewed recommendations, staff recommends the Board direct the appropriate entity to begin work on implementation. The additional recommendations in the full report should also be reviewed by the appropriate agency to determine timelines and appropriate actions.

Staff recommends that the Board establish a meeting for an annual deep dive into the K-12 achievement data, as presented in the AOC Recommendations Report and the corresponding SDE Student Achievement Report.

Due to the varying types of recommendations within the full report, any recommendations not reviewed during this work session will be brought back to the Board for final approval on an as-needed basis at the request of the appropriate agency or committee.

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ACCOUNTABILITY OVERSIGHT COMMITTEE

FY 23 Recommendations Report

March 2023

Table of Contents

SECTION 1: INTRODUCTION

Background

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide accountability system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board.

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC reviews certain data in alternating years, with attention given to certain content areas each year (particularly English language arts (ELA) or math). This allows the addition of special focus data based on relevant interests of the Board. The FY 23 special focus is a follow-up on Covid-19 impacts.

In summer and fall 2022, the AOC, Board staff, and State Department of Education (SDE) staff agreed to continue the collaborative approach that has been used in recent years for this work. The group reviewed previously established plans regarding the data the AOC would review, including data referenced in the state's ARP ESSER plan and data included in the FY 22 AOC Report requiring follow-up to further gauge the impacts of the Covid-19 pandemic on student achievement. The SDE compiled the data into the 2021-2022 Student Achievement Report (Appendix A).

On January 18 and February 9 and 10, 2023, the AOC reviewed the data included in the 2021-2022 Student Achievement Report and began developing this report. Each data review included a time for analysis, discussion, and development of related recommendations to improve outcomes. Additionally, AOC members made a number of suggestions regarding potential data analyses to be considered for future reports, as provided in Appendix B.

The AOC is presenting this report to the State Board of Education for consideration at the April 2023 meeting.

Report Structure

The following report is structured around key metrics of student achievement. The FY 23 report has a math emphasis and integrates Covid-19 follow-up data within the appropriate content sections of the report. Where relevant, sections begin by revisiting the midterm and long-term goals set in Idaho's Consolidated State Plan aligned to the Every Student Succeeds Act (ESSA). Revisiting the goals contextualizes for the Board current Idaho student achievement relative to the original goals set in the Consolidated State Plan.

A brief and focused Executive Summary is provided as Section 2. If approved by the Board, the Executive Summary will also be released as a stand-alone document for distribution to districts, schools, and partners. The Executive Summary provides the AOC's four priority recommendations paired with figures that summarize related data.

Section 3 provides the full body of the AOC's conclusions and recommendations. Additionally, relevant ESSA Consolidated State Plan goals are presented and discussed at the beginning of each applicable subsection of Section 3. The conclusions represent a summary of the AOC's data interpretations with an emphasis on points of celebration and concern. The AOC's recommendations are presented after the conclusions, split between policy recommendations for the Board and implementation recommendations for the SDE. The recommendations are further separated between short-term and long-term actions and include notes to indicate if they are ongoing recommendations (i.e., previously included in the FY 22 AOC Report).

Section 4 includes a list of AOC committee members and their affiliations.

DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

SECTION 2: EXECUTIVE SUMMARY

The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 23 AOC Recommendations Report, including Appendix A: 2021-2022 Student Achievement Report. Please see the full report for additional details.

Positive Findings

- During the 2021-2022 school year, based on the evidence provided in Appendix A, Idaho students made measureable progress overcoming the impacts of the COVID 19 pandemic.
- Spring 2022 IRI scores for All Students trailed 2019 scores by 2 percentage points, having recovered 3 of the 5 percentage point drop that occurred during the pandemic.
- An all time high of 55.5% of All Students were proficient or advanced on the ISAT English Language Arts assessment.
- English Learners continued to exhibit solid performance on ACCESS and ISAT Math.
- Native Americans and Alaskan Natives achieved substantial improvements in 4 and 5 year graduation rates over the past 5 years.

Early Literacy

Figure 1: Spring IRI % At Grade Level, Unmatched Groups

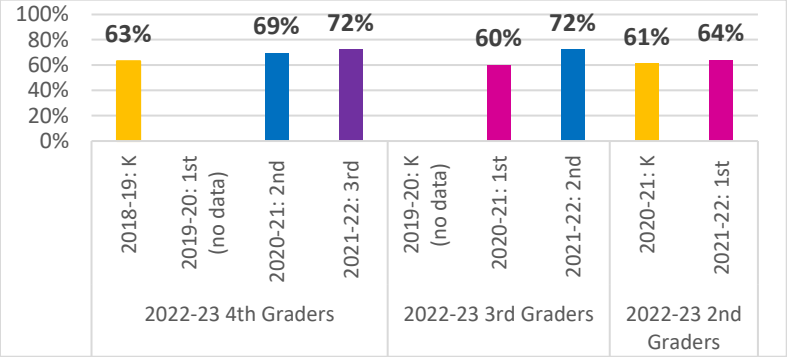
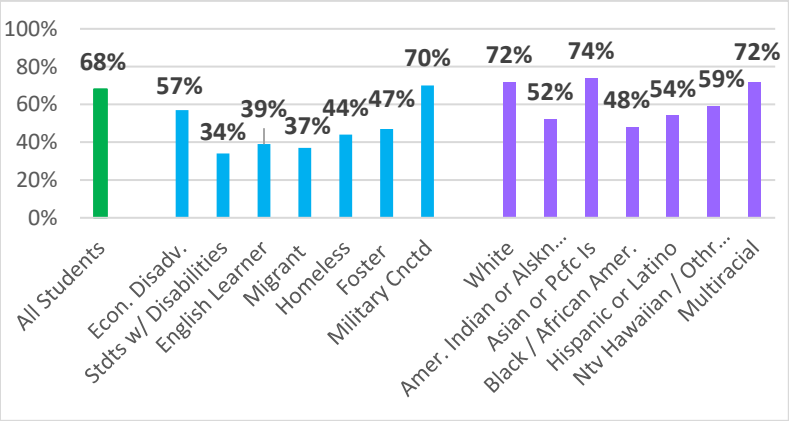


Figure 2: IRI Spring 2022 % At Grade Level, by Subgroup



Findings

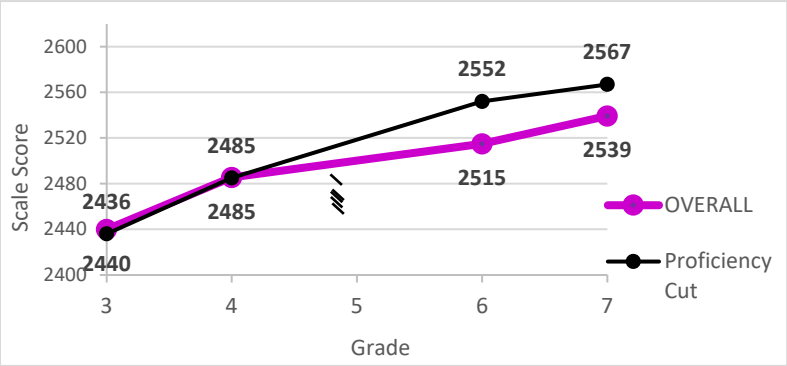
- Certain groups of students, were more impacted by the pandemic and their performance has not yet fully rebounded to pre-pandemic levels (Figure 1).
- Learning gaps between subgroups and their reference groups remain large and longstanding (Figure 2).

Priority Recommendation

Maintain commitment to the early literacy initiative, including financial and support resources, with a focus on subgroups and cohorts most impacted by the pandemic.

Middle Grades Math

Figure 3: Mean Overall Scale Score, Grade 7 Cohort (N = 18,550)



Findings

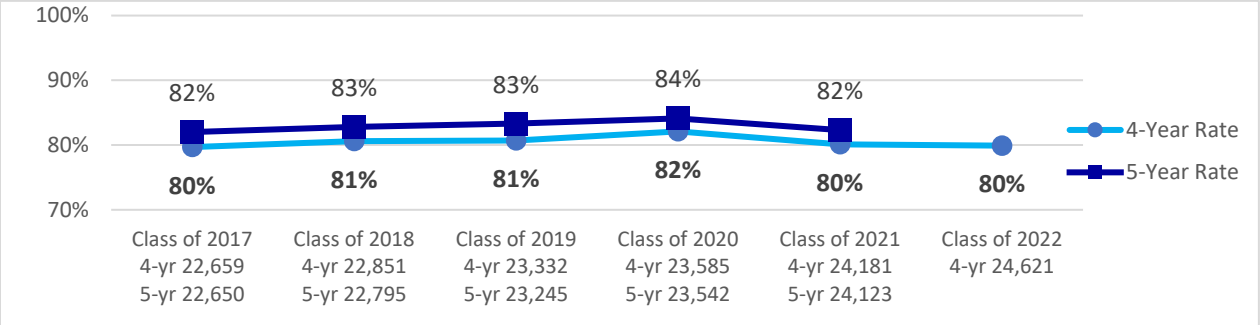
- Longitudinal data analyses reveal a divergence between expectations for students (as outlined in the academic standards and assessed via the ISAT) and student math performance after 4th grade.

Priority Recommendation

Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting the Work Group's recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.

High School Graduation

Figure 4: 4-year and 5-year Cohort Graduation Rates, All Students



Findings

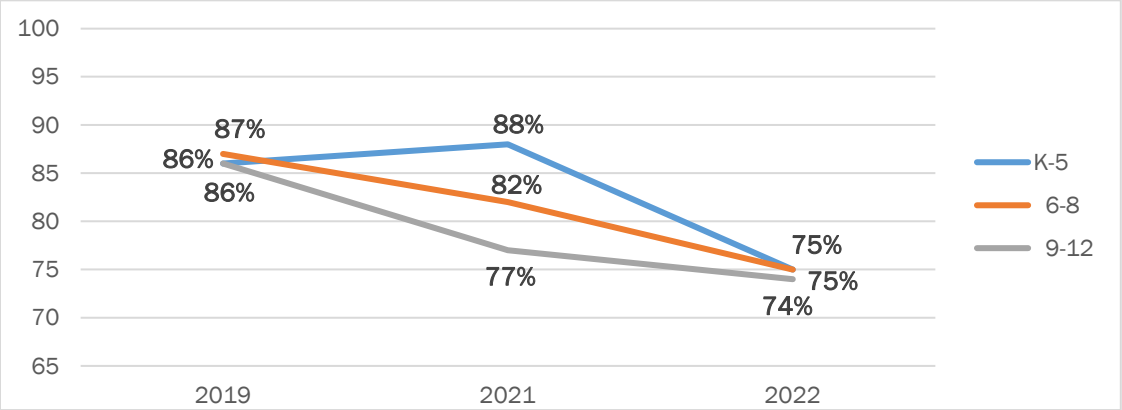
- 4 and 5 year graduation rates for all students have not increased, but instead, have remained stable for the past five years.
- As shown by additional figures in the full report (Appendix A, Figures 31-32 and 34-35), large differentials in graduation rates of subgroups remain.

Priority Recommendation

Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for identified students.

Chronic Absenteeism

Figure 5: Pre and Post Pandemic % Adequate Attendance, by Grade Level Band



Findings

- Absenteeism spiked post-pandemic. Figure 5 illustrates the drop in Adequate Attendance over the past 3 years.
- In SY 2021-22, 25% of students did not have Adequate Attendance.

Priority Recommendation

Expand the collaboration between the State Board and State Department to provide support and resources to districts and schools to reduce absenteeism.

SECTION 3: RECOMMENDATIONS

Suggestions for Reading Section 3

Before reading the following subsections, readers should look at the Associated Data list directly under the header of each subsection. These lists direct readers to the relevant figures, tables, and bulleted data interpretations found in the FY 23 Idaho State Department of Education Student Achievement Report. The SDE Student Achievement Report can be found in Appendix A of this report. Looking through the relevant SDE Student Achievement Report information will prepare readers to process the conclusions and recommendations contained in each subsection. To further guide readers, the relevant SDE Student Achievement Report figures and tables are listed within the body of the following subsections so readers can quickly revisit them as they read.

Recommendations Definitions

Based on the AOC's experience with the time and energy it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 3.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after the Board's approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

Important Data Consideration

For all categories of data, there has been a noticeable decrease in the group (n) size for Econonomically Disadvantaged students. However, this is mostly attributable to difficulty in identifying students for this category. During the past decade or so, the number of schools identified as schoolwide Title I schools has increased. Additionally, during the pandemic (SY 2020-21 and 2021-22), free and reduced lunch was provided to all students. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

Enrollment

Associated Data: 2021-2022 Student Achievement Report (Appendix A), Figures 1-5, pgs. 9-14

Conclusions: Enrollment

- Based on the enrollment decrease in SY 2020-21 and the substantial increase in 2021-22, it is clear some students left the public school system during the height of the pandemic and returned in 2021-22.
  - Due to how the U.S. Census data is collected (self report), it is not possible to determine the extent to which population growth impacted increased enrollment.
- Some subgroups in Idaho experienced growth between 2019 and 2022.
  - Groups experiencing notable increases include Hispanic or Latin, Two or More Races, Students with Disabilities, Homeless, and Migrant (Figs. 4-5, pgs. 12-13).
- The steep drop in the population of Economically Disadvantaged students between 2019 and 2022 is likely the result of a combination of pandemic effects and changes in reporting and gathering data (Fig. 5, pg. 13).

Recommendations - Enrollment

Policy Recommendations – State Board of Education

Short-term Actions

1. Establish a valid and reliable metric to identify students facing economic disadvantage, with an emphasis on identifying an approach that will be consistent and manageable for LEAs to implement.

Long-term Actions

Implementation Recommendations – State Department of Education

Short-term Actions

1. Implement a valid and reliable collection of economically disadvantaged data.
   a. Ensure LEAs understand any adjustments to the data collection process and support them in implementation.

Long-term Actions

English Language Arts/Literacy and English Language Learning

ESSA Consolidated State Plan Goals – English Language Arts, All Grades

Table 1 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT English Language Arts performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho's first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data. Additionally, due to challenges related to the pandemic, Idaho's long-term goals are being extended for an additional year (without change).

Table 1: ESSA Consolidated State Plan Long-term Goals for English Language Arts, Continuously enrolled students

Student Group	2016 Baseline	2019 Interim Target	2019 Actual	2021 Interim Target	2021 Actual	2022 Interim Target	2022 Actual	2023 Long-Term Goal
All Students (Grades 3-8 & HS)	**53.0%**	**60.8%**	**55.6%**	**66.1%**	**54.5%**	**68.7%**	**55.5%**	**68.7%**
Economically Disadvantaged	40.6%	50.5%	42.7%	57.1%	40.4%	60.4%	39.8%	60.4%
Students with Disabilities	15.0%	29.2%	14.2%	38.6%	13.6%	43.3%	15.3%	43.3%
English Learners	6.9%	22.4%	18.9%	32.8%	23.3%	37.9%	26.1%	37.9%
Asian or Pacific Islander	65.0%	70.8%	66.2%	74.7%	66.9%	76.7%	68.5%	76.7%
American Indian or Alaskan Native	30.6%	42.2%	32.0%	49.9%	29.7%	53.7%	31.0%	53.7%
Black / African American	34.1%	45.1%	32.1%	52.4%	31.2%	56.1%	32.7%	56.1%
Hispanic or Latin	33.6%	44.7%	36.9%	52.0%	36.2%	55.7%	37.8%	55.7%
Native Hawaiian / Other Pac Isl	46.7%	55.6%	52.8%	61.5%	48.3%	64.5%	44.9%	64.5%
White	57.9%	64.9%	60.5%	69.6%	59.5%	71.9%	60.2%	71.9%
Two or More Races	54.5%	62.1%	57.4%	67.1%	57.1%	69.7%	60.0%	69.7%

Data Considerations:

- The Consolidated State Plan long-term goals and measurements of interim progress were originally set to substantially reduce the percentage of non-proficient students for each group. However, the methodology used resulted in interim targets above what would normally be considered excellent growth on a standardized assessment. The state intends to update the approach to setting these goals, but has delayed the process due to the pandemic and a leadership transition at the SDE.
- The values in the 2019 Actual, 2021 Actual, and 2022 Actual columns may not exactly match the data in the Student Achievement Report, as the data in Appendix A represents all

students, while the data in the Actual columns above represent continuously enrolled students. Per IDAPA 08-02-03.112.05.b.i, a student is considered continuously enrolled if he/she is "in the same public school from the end of the first eight weeks or fifty-six calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window."

Brief Analysis:

- While student performance on the ISAT ELA assessment improved in 2022, no student group met ESSA Consolidated State Plan 2022 Interim Targets for English Language Arts.
- Actual 2022 student group performance ranged from 8.2 to 28 percentage points below the interim targets.

Table 2 revisits the long-term goals established for the ESSA Consolidated State Plan for English Learners' Progress in Achieving English Language Proficiency, as measured using the English Language Proficiency Assessment. The long-term goals were calculated to reduce the number of English Learners not making expected progress towards English language proficiency by one third by 2023.

Table 2: ESSA Consolidated State Plan Long-term Goals for English Learners' Progress in Achieving English Language Proficiency*

Student Group	2018 Baseline	2019 Interim Target	2019 Actual	2021 Interim Target	2021 Actual	2022 Interim Target	2022 Actual	2023 Long-Term Goal
English Learners (Grades K-12)	74.1%	75.8%	76.2%	79.3%	48.1%	81.0%	50.5%	82.7%

Data Considerations:

- Idaho introduced new proficiency and progress measures for English Learners (ELs) in 2020, so the 2021 and 2022 data cannot be compared to prior years.
- As previously noted, Idaho adjusted the ACCESS assessment in 2017 and the scores required for ELs to exit the program in 2019-20. The latter shift resulted in a substantial reduction in the population of students taking this assessment in 2021 and 2022, and should be kept in mind when reviewing the data.
- The English language proficiency performance distribution in the 2021-22 Student Achievement Report will not match the data provided in Table 2 above. The data in the Student Achievement Report shows the percentage of students with scores in each performance category on the English Language Proficiency Assessment (the ACCESS 2.0). On the other hand, Table 2 reflects the percentage of students making adequate growth towards proficiency based on targets established using a calculation outlined in the ESSA Consolidated State Plan. Due to changes in cut scores on the assessment, these targets were updated in 2019 through an amendment to the Consolidated State Plan.

Brief Analysis:

- English Learners did not meet ESSA Consolidated State Plan 2022 Interim Targets for progress in achieving English language proficiency. Additionally, English Learners are not on target to meet 2023 long-term goals.
- The group scored 30.5 percentage points below the target.

Conclusions: Idaho Reading Indicator (IRI)

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 6-10, pgs. 15-20

- 2022 spring proficiency rates of All Students (fig. 6, pg. 16) show performance has nearly recovered since the pandemic (2019: 70% vs. 2022: 68%). Idaho educators, students, administrators, and parents / guardians should be commended.
- Additional grade level analyses (fig. 7, pg. 17) reveal pandemic impacts on specific cohorts of students, who may need additional support to acquire strong reading and literacy skills. 1st and 2nd graders in Spring 2022 had proficiency rates 3 percentage points below pre-pandemic.
- Subgroup analyses reveal areas of success and challenge.
  - English Learners' proficiency rate was 8 percentage points above 2019 (31% to 39%, fig. 9, pg. 19). This is another bright spot that needs recognition.
  - Out of the 16 subgroups analyzed, only White, Asian or Pacific Islander, Two or More Races, Female, and Military Connected subgroups met or exceeded the K-3 All Students state average of 68% in spring 2022.
  - Most other subgroups are not making progress and continue to manifest learning gaps of 1 to 34 percentage points below the K-3 All Students state average (figs. 8-10, pgs. 18-20).
  - Hispanic or Latin, the largest minority group, had a 54% proficiency rate in spring 2022, 14 percentage points short of the K-3 All Students state average (fig. 8, pg 18).

Conclusions: ISAT English Language Arts

Associated Data: 2021-2022 Student Achievement Report (App. A): Figures 11-18, pgs. 21-30

- It is a credit to Idaho students, educators, and parents / guardians that for All Students, All Grades (3-8 and high school), the ISAT ELA data shows the pandemic impact was minimal and Idaho students' ISAT ELA scores have nearly recovered (fig. 11, pg. 22).
  - The percentage of students scoring Advanced was the highest since 2017 (fig. 11, pg. 22).

- Longitudinal cohort analyses show that Idaho students' average scores remain at or above the proficiency cut by late elementary or early middle school grades (figs.16-18, pgs. 28-30).
- Although overall performance is good, work remains.
  - The 2022 percentages of students scoring proficient or advanced ranged from 50% in 3rd grade to 62% in high school (fig. 14, pg. 25). This means 40% to 50% of students in lower grades do not score proficient, while 38% of high schools are not proficient.
  - Longitudinal cohort analyses show emerging evidence that writing and integrating information are a challenge, in the elementary grades (figs. 16-18, pgs. 28-30).
  - Closing subgroup learning gaps remains a top priority.

Conclusions: English Language Proficiency Assessment

Associated Data: 2021-2022 Student Achievement Report (App. A): Figure 19, pgs. 31-32

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit EL programs in 2019-2020, resulting in many more students "testing out" of the programs. This is evident in the drop in EL group sizes after 2019-2020 in Fig. 19.
- Conclusions related to the performance of English Learners on the English Language Proficiency Assessment will be limited, as EL performance is not a scheduled focus area for the FY 23 AOC report. Thus, only one graph of basic data was requested and included in the 2021-22 Student Achievement Report. EL performance will be focused upon in greater detail in next year's report.

Conclusions:

- Between 2019 and 2022, there was a notable shift of English Language Proficiency Assessment scores toward lower student performance, with more students scoring in the bottom three categories (i.e. Entering, Emerging, and Developing) (fig. 19, pg. 32).
  - While this could be attributed to the pandemic, it is likely that an additional cause was that the EL population changed due to adjusted exit criteria. To understand the downward shift in performance, we would need to closely examine additional data (e.g. student grades, time in program, etc.).
- During the two years since implementation of new exit criteria and the end of the pandemic, percentages in all performance categories have remained quite consistent.
  - If pandemic effects occurred, Idaho EL students have neither experienced further deterioration nor substantial growth.
  - EL students, however, made notable improvements on other assessments (i.e., IRI and ISAT Math), as indicated in other sections of this report.

Recommendations - ELA/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain the commitment to accelerated learning for K-4 Literacy (FY 22 Recommendation, with expansion).
   a. Continue to monitor cohorts up to grade 6 to ensure continued growth for all students.
   b. Focus on cohorts of students most impacted by the pandemic: 2021-22 Grades 1 and 2, and students in subgroups (FY 22 Rec).
   c. Ensure the state's new professional development platform has an effective mechanism for identifying and sharing best practices in K-4 Literacy.
2. Gather research regarding the impact of expanded full-day kindergarten in the state.
3. Expand partnerships with stakeholder groups committed to serving specific student populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials (FY 22 Rec).

Long-term Actions

1. Based on recommendations from appropriate stakeholder groups, develop plans to reduce performance differentials between subgroups (FY 22 Rec).
2. In alignment with the AOC's February 2021 recommendations to the Board, continue to explore options to allow high school students to choose between multiple assessments for HS accountability (including assessments beyond college readiness, such as CTE, ASVAB, etc.).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Provide focused professional development to districts, schools, administrators, and other educational leaders on how to interpret IRI and ISAT data (particularly at the domain and claim levels) and use it to make instructional and curriculum decisions (FY 22 Rec).
   a. Support districts and schools in identifying how to use IRI and ISAT data to formulate strategic interventions for specific subgroup populations of students (FY 22 Rec).
      – Promote use of the ISAT interims and interim data as tools to support instruction (new).
   b. Ensure professional development is appropriately targeted and differentiated across roles (teachers, vs. administrators, etc.).
   c. Review the effectiveness of existing state literacy initiative efforts to ensure LEAs receive strong support.
2. Facilitate sharing of full-day kindergarten best practices between LEAs.
3. In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations (FY 22 Rec).
4. Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize / reward them and share their strategies (FY 22 Rec).

Long-term Actions

1. Continue implementation support to the K-4 Literacy Initiative (FY 22 Rec), with expansion to K-6 to ensure accelerated learning continues with students impacted by the pandemic.
2. Maintain high quality professional development on K-4 Literacy, use of IRI data, and use of ISAT Claim level data (FY 22 Rec).

Mathematics

ESSA Consolidated State Plan Goals – Mathematics, All Grades

Table 3 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT Mathematics performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho's first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data.

Table 3: ESSA Consolidated State Plan Long-term Goals for Mathematics, Continuously-enrolled Students

Student Group	2016 Baseline	2019 Interim Target	2019 Actual	2021 Interim Target	2021 Actual	2022 Interim Target	2022 Actual	2023 Long-Term Goal
All Students (Grades 3-8 and 10)	**41.6%**	**51.3%**	**45.1%**	**57.8%**	**40.3%**	**61.1%**	42.7%	**61.1%**
Economically Disadvantaged	30.3%	41.9%	32.8%	49.7%	27.6%	53.5%	28.3%	53.5%
Students with Disabilities	15.2%	29.3%	12.8%	38.8%	9.1%	43.5%	12.5%	43.5%
English Learners	7.1%	22.6%	15.7%	32.9%	14.6%	38.1%	17.4%	38.1%
Asian or Pacific Islander	56.8%	64.0%	60.1%	68.8%	57.7%	71.2%	59.2%	71.2%
American Indian or Alaskan Native	19.4%	32.8%	22.1%	41.8%	17.8%	46.3%	20.2%	46.3%
Black / African American	22.2%	35.2%	19.8%	43.8%	16.8%	48.1%	20.4%	48.1%
Hispanic or Latin	22.0%	35.0%	25.9%	43.7%	21.4%	48.0%	23.6%	48.0%
Native Hawaiian / Other Pac Isl	33.6%	44.7%	38.3%	52.0%	32.9%	55.7%	32.4%	55.7%
White	46.6%	55.5%	50.3%	61.4%	45.5%	64.4%	47.8%	64.4%
Two or More Races	42.2%	51.8%	46.0%	58.3%	40.7%	61.5%	44.5%	61.5%

Data Considerations:

- The student achievement percentages shown in Table 3 in the 2019 Actual, 2021 Actual, and 2022 Actual columns represent continuously enrolled students. The values will not exactly match the data in the Student Achievement Report, as the data in Appendix A represents all students, not just those who are continuously enrolled.

Brief Analysis:

- No student group met ESSA Consolidated State Plan 2022 Interim Targets for mathematics. Additionally, no student group is on target to meet 2023 long-term goals.
- Actual 2022 student group performance ranged from 12 to 31 percentage points below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data and pandemic effects. But even before the pandemic years, Idaho was not on track to reach long-term goals. This was a consequence of inadequate year-over-year growth in scores across all groups (relative to the established goals).

Conclusions: ISAT Math

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 20-28, pgs. 33-46

- The percentages of students who scored proficient or advanced continued to be at a high in 3rd grade (52%) and then steadily decreased across later grades to just 34% proficiency in high school (fig. 27, pg. 43).
- ISAT Math longitudinal cohort analyses of composite and claim scores reveal substantial divergence from proficiency cut scores beginning in the 4th and 5th grades (figs. 24-26, pgs. 39-41).
  - There are slight but consistent performance differentials across the claims with student performance higher on Concepts and lower on both Solve Problems and Reason, Communicate. This may reflect that students can demonstrate a basic grasp of foundational concepts, but struggle with deeper mathematical reasoning.
- In both analyses comparing students' math proficiency level from one year to the next, most students remained in the same proficiency category from one year to the next. Among those who moved, the plurality moved downward.
  - From 2019 to 2021, 39% moved down to Basic from Proficient, compared to 14% who moved up from Basic to Proficient
  - From 2021 to 2022, a shorter timespan, 29% moved 1 step down to Basic, compared to 24% who moved a step up to Proficient.
- Both English Learners and Economically Disadvantaged students closed their performance gap some in 2020-21 (as noted in the FY 22 AOC report) and then held steady in 2021-22. While the gaps for both groups remains substantial (EL: 33 pt gap, Econ Disadv: 24 pt gap), it is clear some improvement has occurred (table 4, pg. 45).

- All other subroups maintained consistent performance gaps, with most gaps remaining significant (tables 3-4, pgs. 44-45).
  - Some subgroups have proficiency rates that are half or less than half of the rate of their reference group (i.e., American Indian, Hispanic or Latin, Black, English Learners, Homeless, Foster Care, Migrant, and Students with Disabilities).
  - These persistent gaps continue to pose a challenge to Idaho's education system and thus require more focused attention.
- While it is clear the pandemic had an impact on math performance, the problem of math score growth rates decreasing as students progress through the K-12 system occurred consistently prior to the pandemic. Thus, the data reflects persistent challenges with mathematics curriculum and/or instruction beginning in the upper elementary grades.
  - Based on multiple data sources, it is clear that math performance was more impacted by the pandemic than ELA and it is recovering at a slower pace. However, modest recovery was achieved in 2022.
  - 43% of the All Students group scored proficient or advanced, a 3 percentage point gain from 2021, and only 2 percentage points lower than 2019 (fig. 20, pg. 33).
  - Gaining ground on pandemic losses is a credit to Idaho's educators, students, administrators, parents, and guardians.
- Historical differences among school types appeared to close some in 2020-21. However, it seems this may have been due to population shifts (where students enrolled that year), as divergences in performance began to re-emerge in 2021-22.

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting their recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.
2. Expand partnerships with stakeholder groups committed to serving specific student populations to engage in coordinated efforts to identify strategies to address performance differentials (FY 22 Rec).

Long-term Actions

1. Based on recommendations from the Math Work Group, work with SDE to ensure plans are developed and implemented with timelines and outcome measures in place.
2. Develop budgets and engage with the legislature to identify and request resources and funds needed to implement the Math Work Group's recommendations.
3. In alignment with the AOC's February 2021 recommendations to the Board, continue to explore options to allow high school students to choose between multiple assessments for HS accountability (including assessments beyond college readiness, such as CTE, ASVAB, etc.).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting their recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.
2. Work with the Math Work Group to review statute and rule (including I.C. 33-1627) to ensure policy is aligned to current needs in mathematics education, and submit suggested edits to the Board.
3. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction (FY 20 & FY 22 Rec).

Long-term Actions

1. Based on recommendations from the Math Work Group, and with support of the Board, ensure plans are developed and implemented with timelines and outcome measures in place.
2. Work with the Board to develop budgets and engage with the legislature to develop support for providing the resources and funds to implement recommendations of the Math Work Group.

a. Professional development efforts need to be embedded and connected to relevant content (FY 22 Rec).
   - Promote use of the ISAT interims and interim data as tools to support instruction (new).

b. Ensure professional development is appropriately targeted and differentiated across roles (teachers, vs. administrators, etc.).

c. Ensure math performance data (as provided in the Student Achievement Reports) is widely shared (FY 22 Rec).
   - The State, districts, and schools need to use claim and target level analyses to guide professional development and curricular and instructional changes (FY 22 Rec).

d. Ensure teachers are engaging in the depth and rigor of the standards (FY 22 Rec).
   - While LEAs are making efforts to teach to the standards, claim level math analyses reveal deeper math skills (such as reasoning) may not be consistently taught.
   - Work with LEAs to ensure all students (including subgroups such as SPED, EL, Title I) receive grade-level core math instruction.

4. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies (FY 22 Rec).

High School to Postsecondary Transition

Graduation Rate Definitions

- ✓ Four Year Cohort Graduation Rate: The four year cohort graduation rate calculation is defined in federal law. Students are assigned to their cohort when they enter 9th grade. The four year cohort graduation rate measures the percentage of students who graduate within four years of beginning 9th grade (including the summer after the fourth year). Students who transfer into districts are assigned into the appropriate cohort based on when they entered 9th grade (regardless of the grade of transfer). Students are removed from the cohort (for the state of Idaho) only if they transfer out to be educated out-of-state or homeschooled.
- ✓ Five Year Cohort Graduation Rate: The five year cohort graduation rate maintains the same cohort as the four year cohort and gives them an additional year to graduate (until the summer after the fifth year). Thus, the five year cohort graduation rate includes all students who graduate within four years and those who graduate when given an additional year to complete.

ESSA Consolidated State Plan Goals – 4 Year and 5 Year Cohort Graduation Rates

Tables 4 and 5 review the long-term goals established for the ESSA Consolidated State Plan for the 4 year and 5 year Cohort Graduation Rates. The long-term goals for the 4 year graduation rate were set using the Board's Strategic Plan goal of a 95% graduation rate (for all students) as a guide. The calculation used reduces the percentage of non-graduates by approximately 75% by the Class of 2022. The 5 year Cohort Graduation Rate goals were established through the 2019 amendment to Idaho's Consolidated State Plan, with an expectation that the state's 5 year rates should be slightly higher than the 4 year rates.

Table 4: ESSA Consolidated State Plan Long-term Goals for 4-year Cohort Graduation Rates

Student Group	Class of 2016 Baseline	Class of 2019 Interim Target	Class of 2019 Actual	Class of 2021 Interim Target	Class of 2021 Actual	Class of 2022 Interim Target	Class of 2022 Actual	Class of 2023 Long-Term Goal
All Students	**79.7%**	**87.3%**	**80.7%**	**92.4%**	**80.1%**	**94.9%**	**79.9%**	**94.9%**
Economically Disadvantaged	71.9%	82.4%	72.5%	89.5%	70.0%	93.0%	69.6%	93.0%
Students with Disabilities	60.5%	75.3%	56.1%	85.2%	56.0%	90.1%	56.6%	90.1%
English Learners	73.3%	83.3%	74.4%	90.0%	61.0%	93.3%	65.4%	93.3%
American Indian or Alaskan Native	58.5%	74.1%	67.6%	84.4%	69.0%	89.6%	73.4%	89.6%
Asian or Pacific Islander	83.1%	89.4%	88.9%	93.7%	86.0%	95.8%	85.4%	95.8%

Black / African American	77.8%	86.1%	73.6%	91.7%	68.0%	94.5%	69.1%	94.5%
Hispanic or Latin	73.7%	83.6%	73.9%	90.1%	72.0%	93.4%	73.0%	93.4%
Native Hawaiian / Other Pac Isl	69.7%	81.1%	76.5%	88.6%	75.0%	92.4%	71.6%	92.4%
White	81.3%	88.3%	82.6%	93.0%	83.0%	95.3%	81.9%	95.3%
Two or More Races	77.3%	85.8%	79.0%	91.5%	77.0%	94.3%	76.5%	94.3%

Brief Analysis:

- No student group met ESSA Consolidated State Plan 2022 Interim Targets for 4-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2023 long-term goals.
- Actual 2022 student group performance averaged 23.2 percentage points (range 10.4-33.5) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on expectations for rapid growth that were not realistic and pandemic effects. However, Idaho was not on track to reach long-term goals prior to the pandemic due to inadequate year-over-year growth in 4-year graduation rates.

Table 5: ESSA Consolidated State Plan Long-term Goals for 5-year Cohort Graduation Rates*

Student Group	Class of 2017 Baseline	Class of 2019 Interim Target	Class of 2019 Actual	Class of 2020 Interim Target	Class of 2020 Actual	Class of 2021 Interim Target	Class of 2021 Actual	Class of 2022 Long-Term Goal
All Students	**82.0%**	**87.4%**	**83.3%**	**90.1%**	**84.1%**	**95.5%**	**82.3%**	**95.5%**
Economically Disadvantaged	75.0%	82.5%	75.8%	86.3%	77.0%	93.8%	73.4%	93.8%
Students with Disabilities	65.5%	75.9%	60.9%	81.0%	62.0%	91.4%	59.8%	91.4%
English Learners	79.3%	85.5%	79.0%	88.6%	69.0%	94.8%	66.2%	94.8%
Asian or Pacific Islander	88.0%	91.6%	91.3%	93.4%	90.0%	97.0%	87.5%	97.0%
American Indian or Alaskan Native	67.5%	77.3%	70.3%	82.1%	68.0%	91.9%	72.7%	91.9%
Black / African American	75.6%	82.9%	79.0%	86.6%	73.0%	93.9%	73.9%	93.9%
Hispanic or Latin	78.4%	84.9%	77.7%	88.1%	79.0%	94.6%	75.6%	94.6%
Native Hawaiian / Other Pac Isl	79.7%	85.8%	79.2%	88.8%	76.0%	94.9%	79.7%	94.9%
White	83.1%	88.2%	84.8%	90.7%	86.0%	95.8%	84.2%	95.8%
Two or More Races	79.3%	85.5%	80.6%	88.6%	82.0%	94.8%	78.0%	94.8%

Brief Analysis:

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for 5-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2023 long-term goals.
- Actual 2021 student group performance averaged 21.3 percentage points (range 9.5-31.6) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data (and with high expectations) and pandemic effects. Due to inadequate year-over-year growth in 5-year graduation rates (in comparison to interim targets), Idaho has not been on track to reach long-term goals since the goals were established in 2019.

Conclusions: Graduation Rates

Associated Data for Graduation Rates: 2021-2022 Student Achievement Report (App. A), Figures 29-35, pgs. 47-53.

- Graduation rates for All Students, both 4 and 5 year, were essentially stable between 2017 and 2022 (fig. 29, pg. 47).
  - There was a slight increase in 4 and 5 year rates in 2020, which was likely due to adjusted (reduced) graduation requirements due to spring school closures, since the gains were not sustained.
- Traditional schools had the highest 4 and 5 year graduation rates between 2018 and 2022 of any school type (figs. 30 & 33, pgs. 48 & 51).
  - While they still lag behind other types of schools, there are interesting upward trends in graduation rates for Virtual Charter Schools and Alternative Virtual Charter Schools that need exploration to determine if there are best practices to disseminate statewide (figs. 30 & 33, pgs. 48 & 51).
- American Indian or Alaskan Native 4 and 5 year graduation rates made substantial progress during 2018-2022 (figs 31 & 34, pgs. 49 & 52).
  - This is a notable achievement that needs recognition.
  - Discussions with schools, districts, and stakeholder groups who work with this student population may reveal best practices for statewide dissemination.
- Large differentials in 4 and 5 year graduation rates remain between most student subgroups and their reference groups (figs. 31-32 & figs. 34-35, pgs. 49-50 & 52-53).

Conclusions: Go On Rates

Associated Data for Go On Rates: 2021-2022 Student Achievement Report (App. A), Figures 36-41, pgs. 54-60

- 5 year Go On rates for Native American, Alaskan Natives held up well over the pandemic years and achieved an all time high of 61% in 2022 (fig. 40, pg. 59).
  - This is a notable achievement that needs recognition. Discussions with schools, districts, and stakeholder groups who work with this student population could reveal best practices for statewide dissemination.
- Go On rates at 1, 3, and 5 years appear to have been negatively impacted by the pandemic and have not recovered. These effects are most pronounced at 1 and 3 years and less so at 5 years (figs. 36-41 , pgs. 55-60).
  - Subgroup sizes vary both within and across groups (for all Go On rates) so analyses and interpretations need to take this variability into consideration.
  - 1 and 3 year Go On rates were most impacted. For the All Students group, 1 year Go On rates dropped from 46% in 2019 to 39% (2020), 38% (2021), and 37% (2022) (fig. 36, pg. 55). Similar patterns emerged for most subgroups and across 3 year rates (figs. 36-39, pgs. 55-58).
  - 5 year Go On rates were least affected by the pandemic, although there is evidence of slight effects (figs. 40-41, pgs. 59-60).
  - The natural delay of this data may mean that any post-pandemic rebound has not yet been seen. An additional year of data will be essential.
- It is notable that the current Go On measure does not include postsecondary work completed during high school or all viable paths that high school graduates take after graduation.

Conclusions: Course Completion and Recovery

Associated Data for Course Completion: 2021-2022 Student Achievement Report (App. A), Table 5, pgs. 71-75

- As of the 2021-22 school year, course completion data is self-reported by LEAs with an open field. As a result, the number and variety of responses received (700+) prevents meaningful analysis or development of valid conclusions.
- Course recovery data was not provided with the Student Achievement report due to the level of difficulty in pulling or analyzing that data. The AOC is aware that course recovery data may be improved for the 2022-23 school year.

Recommendations – Graduation and Go On Rates, and Course Completion

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue postsecondary education (FY 22 rec).
2. Review SDE research regarding early warning systems and develop plans to address dropout prevention (FY 22 rec).
3. Consider use of Grade 11 ISAT Scores in the state's Direct Admissions Framework (FY 22 rec, moved from long-term to short-term).
4. Utilize partnerships with stakeholder groups focused on specific student subgroups to develop strategies to address differentials in graduation rates between student groups (FY 22 rec).
5. Work to improve how data related to high school course completion and recovery data is collected and managed.

Long-term Actions

1. Engage with the SDE to collaboratively develop a dropout prevention plan.
2. Continue to engage in collaborative work across state agencies, including the Board, SDE, CTE, Labor, and Workforce Development Council, to ensure the state utilizes a comprehensive definition of Go On and a valid and reliable process for measuring it.
3. Engage in a process to create and require use of standardized codes for: common high school courses, credit given (full, partial, incomplete), and course recovery.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out coupled with robust interventions and supports for students.
   a. Gather evidence regarding districts' early warning systems and dropout prevention efforts. Identify best practices used within and out of state. Present research and recommendations to the Board (FY 22 Rec).
   b. Guide LEAs to leverage absenteeism data and supports as a key early warning sign for dropout prevention.
2. Identify districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies (FY 22 Rec).

Long-term Actions

1. Implement the dropout prevention plan, as collaboratively developed by Board and SDE (FY 22 Rec).

Attendance and Engagement

Attendance Definitions

The following definitions related to attendance are used in this report, as aligned to the Attendance Works model:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

- The definition of "chronically absent" and "severely chronically absent" include absences for any reason, including those who would have been considered excused by the school (based on district or school policy).
  - Since absences for medical reasons (including contracting Covid-19 or being quarantined due to a close contact) are included, the population of students identified as chronically absent during the 2020-21 and 2021-22 school years likely includes students who would not have had similar absenteeism pre-pandemic.
  - Qualitative information received by AOC members and staff indicates that some districts and schools made their policies more strict regarding allowing students to attend while sick, which could lead to additional absences related to illness.
  - The correlation between absenteeism and performance may be lower during and coming out of the pandemic than at other times, since the group of students experiencing absences could include higher performing students who are more likely to maintain proficiency despite their absences.
- As indicated previously, the reduced group size for Economically Disadvantaged is likely a result of the changes in how students are being identified. Since we do not know the impact this population change has had on the data, this caveat should be kept in mind when reviewing any analysis of data pertaining to the Economically Disadvantaged subgroup.

Conclusions: Attendance

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 42-48, pgs. 61-68

- Adequate attendance, defined as attending school 91% to 100% of the time, dropped considerably over the past four years. For the All Students group, adequate attendance dropped from 87% in 2019 to 75% in 2022 (fig. 42, pg. 62).
  - Grades 9-12 experienced a 12 percentage point drop in adequate attendance between 2019 (86%) and 2022 (74%) (fig. 43, pg. 63).
  - Grades 6-8 experienced a 12 percentage point drop in adequate attendance between 2019 (87%) and 2022 (75%) (fig. 43, pg. 63).

- Grades K-5 experienced a 13 percentage point drop in adequate attendance between 2019 (88%) and 2022 (75%) (fig. 43, pg. 63).

- Severe chronic absenteeism for All Students, defined as attending school less than or equal to 80% of the time, doubled from 3% in 2019 to 6% in 2022 (fig. 42, pg. 62).
- No subgroup avoided substantial drops in attendance (figs. 44-45, pgs. 64-65).
  - Of the 15 subgroups analyzed, drops in adequate attendance between 2019 and 2022 ranged from 9-19 percentage points.
  - 7 subgroups had adequate attendance rates below 70% and 2 have rates below 60%.
  - Addressing achievement gaps between subgroups and their reference groups will be even more difficult than before in the face of such low percentages of adequate attendance.
- It is worth noting that other states are experiencing similar deteriorations in student attendance in the last two years, so there are opportunities to collaborate with others to better understand the problem and identify ideas for improvement.
- Substantial national research indicates chronic absenteeism exhibits a strong relationship to students' academic achievement (including their likelihood to read on grade level and/or dropout of high school), which supports Idaho's focus on chronic absenteeism.[1]
  - Based on SY 2020-21 and 2021-22 data, there is a relationship between attendance and ISAT scores (figs. 47-48, pgs. 67-68).
  - Since this data is only for years impacted by the pandemic, additional years of post-pandemic data will be needed to fully understand the connection.

Conclusions: Engagement

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 49-50, pgs. 69-70

- Student engagement decreased during the pandemic and remained the same in 2022.
- After staff engagement hit a high in 2021, it decreased in 2022, while parent engagement climbed.
- It is notable that while nearly all students participated in the engagement survey, staff and parent surveys are opt-in, thus, changes may be impacted by the population that chooses to take the survey in a given year.
- While use of an engagement survey is required by rule, districts may now administer a survey of their choosing for all students with the exception of those attending alternative high schools. As a result, standardized data will not be available for all LEAs, so future analyses will be limited.

[1] Allensworth, Gwynne, Moor & de la Torre, 2014; Balfanz & Byrnes, 2012; Baltimore Education Research Consortium, 2011; Chen & Rice, 2016; Ely & Fermanich, 2013; Ginsburg, Jordan & Chang, 2014

Recommendations – Enrollment, Attendance, and Engagement

Policy Recommendations – State Board of Education

Short-term Actions

1. Given the drops seen in attendance, engagement, and achievement at the middle school level, establish a Middle Grades Work Group to examine issues and make recommendations to the Board to improve middle grades (6-9) education (FY 22 Rec).
    a. The Middle Grades Work Group should be established within or in direct partnership with the Math Work Group.
2. Identify additional attendance data points to gather (medical vs. truancy) and implement plans to include them in ISEE.
3. Work with SDE to ensure all parties (Board, SDE, LEAs) understand and use common terminology and measures related to attendance and absenteeism.

Long-term Actions

1. Develop budget plans that address sustainability of funding to districts for implementing strategies to reduce chronic absenteeism in alignment with the Attendance Works model (FY 22 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Provide districts and schools with professional development and data regarding the impact of attendance on student outcomes and strategies they can use to improve attendance using the Attendance Works model (FY 22 Rec).
    a. Given that attendance varies by student subgroups, ensure districts and schools have the info they need to strategically target resources (FY 22 Rec).
    b. Engage in face-to-face meetings (such as IASA regional meetings) to inform LEAs of the integration of absenteeism into the accountability model, how to access data, and the state's endorsement of the Attendance Works model.

Long-term Actions

1. Work with the Board to support development of budgets that sustain funding to districts for implementation of strategies to address attendance, mental health, and engagement (FY 22 Rec).

   c. When working with LEAs with substantial minority populations (particularly American Indian), recognize and address the impact of culture and generational trauma on school attendance and engagement.
2. Identify effective models for addressing educator and student mental health. Share models with districts and encourage them to use stimulus funds to launch those efforts quickly (FY 22 Rec.).
3. Identify models to support student engagement, particularly in the secondary grades (6-12). Distribute engagement data and models to districts for implementation (FY 22 Rec).
4. Encourage districts and schools to continue to use school culture and/or engagement surveys (after the statewide administration is concluded) to inform their decision-making (FY 22 Rec).

SECTION 4: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

Chair

Roger Stewart, Ph.D.	Retired Professor, College of Education, Boise State University Designated Seat: Student Achievement Assessment and Data

Ex-Officio Members

Linda Clark, Ed.D	Vice President, Idaho State Board of Education Retired Superintendent, West Ada School District #2
Cindy Siddoway	Member, Idaho State Board of Education Owner, Siddoway Sheep Co. and Juniper Mountain Ranch Former School Board Trustee, West Jefferson School District #253
Ryan Cantrell, Ed.S	Chief Deputy Superintendent, Idaho State Department of Education

Designated Members

Laurie Copmann, M.Ed.	Assistant Principal, Minico High School Designated Seat: School Level Administrator
Julian Duffey, M.Ed.	Special Education Director, Jefferson County School District #251 Owner, Balance Point, LLC. Designated Seat: Special Education
Jodie Mills, Ed.S.	Administrator of Teaching and Learning, Boise School District #1 Designated Seat: School District Assessment and Accountability
Wendy Johnson, Ed.S.	Superintendent, Kuna School District #3 Designated Seat: School District Superintendent

At-Large Members

Iris Chimburas	Director of Indian Education, Lapwai School District #341 Member, Indian Education Committee
Anne Ritter, MS.Ed., J.D.	Board Member, Meridian Medical Arts Charter School Former School Board Trustee, West Ada School District #2

Staff

Alison Henken, M.P.P.	K-12 Accountability and Projects Program Manager, Idaho Office of the State Board of Education

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2021-2022
Student Achievement Report

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

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DATA NOTES

The data presentation in this report conform to the rules and standard practices adopted by the Idaho State Department of Education to protect potentially personally identifiable information (PII), and to guard against overinterpretation of small differences.

Redaction

In compliance with Idaho law we redact data in order to protect personal identity. This means that we do not report data in any cells of fewer than 5 students or where the difference between the total of one or more cells of categorical data is fewer than 5 of the total student population. In addition, Data Management Council Policies and Procedures (DMC) call for at least two cells to be redacted in most cases where any total is available, in order to prevent any cell required for redaction to be derived. Under DMC policy additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

The State Department of Education (SDE) uses two levels of redaction communication to protect privacy: (1) reporting no data at all or (2) by “blurring” the actual data, which provides some numeric information, without exposing underlying private data. Specifically, cells that meet the standard fewer-than-five redaction rule are reported using the “NSIZE” notation. Cells that meet the n size requirement, but cannot be disclosed because of their relationship to another cell that is redacted are blurred with the use of “>” or “<” notations. Please be aware that the blurred results are always true (e.g. a cell listed with < 25% will have a real value of under 25%), but do not include an indication of how much above or below the listed value the actual percentage falls.

Level of Precision

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data, and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. One exception will be U.S. Census numbers, because of their size.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho State Department of Education, presents Idaho's 2021-2022 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.[1] Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability Department staff, as well as reflections from other department staff.

Questions about the data or observations presented can be directed to Ayaka Nukui, Interim Director of Assessment and Accountability for the Idaho State Department of Education.

Contact information: anukui@sde.idaho.gov, 208-332-6926.

Special thanks to:

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Valerie J. Steffen, Ph.D.	Accountability and Reporting Coordinator Engagement Survey Coordinator
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Roger Sargent	Information Technology
Yoon Jeong Kang	Cambium
Ian Campbell	Cambium

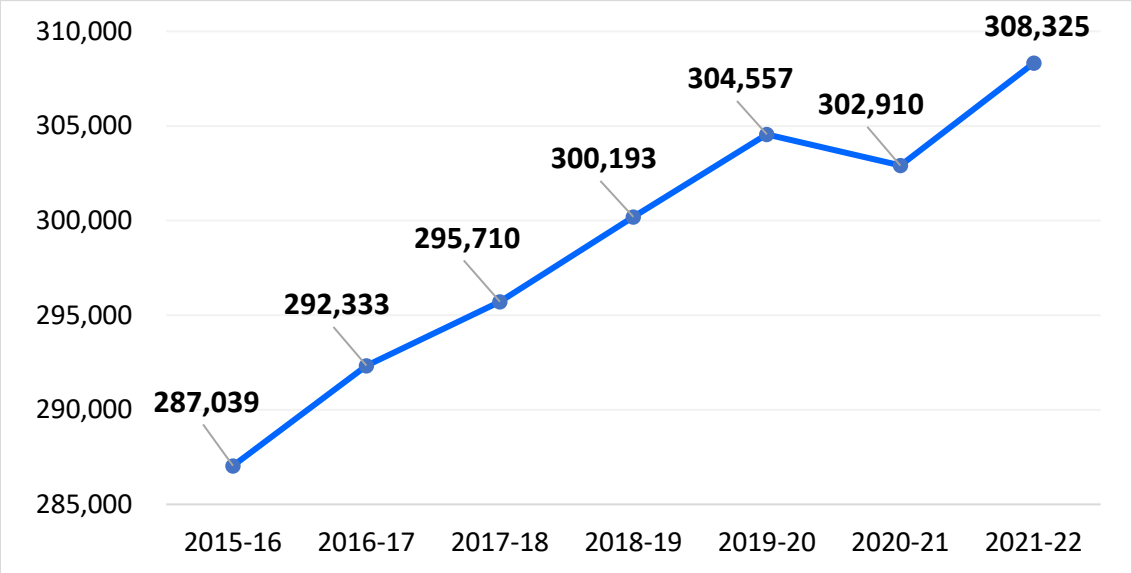
[1] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 308,325 students in Idaho's public schools in 2021-22. These official numbers come from the Spring Enrollment Count that includes all students in grades kindergarten through 12 who are enrolled on the first Friday of May. Districts and charter schools report enrollment counts via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

As seen in Figure 1, enrollment has increased by about 8,100 students over the past three years since 2018-19, and by about 21,000 since 2015-16. This amounts to an increase of 1.8% since last year, higher than the 1.5% annual growth from 2016 through 2020. Coming years will reveal whether the annual pre-pandemic growth will resume.

Figure 1: Idaho Public School Enrollment over Three Years



We situate our upcoming review of school year 2021-22 in the historical context of recent years, and the context of U.S. and Idaho population changes (U.S. Census Bureau).

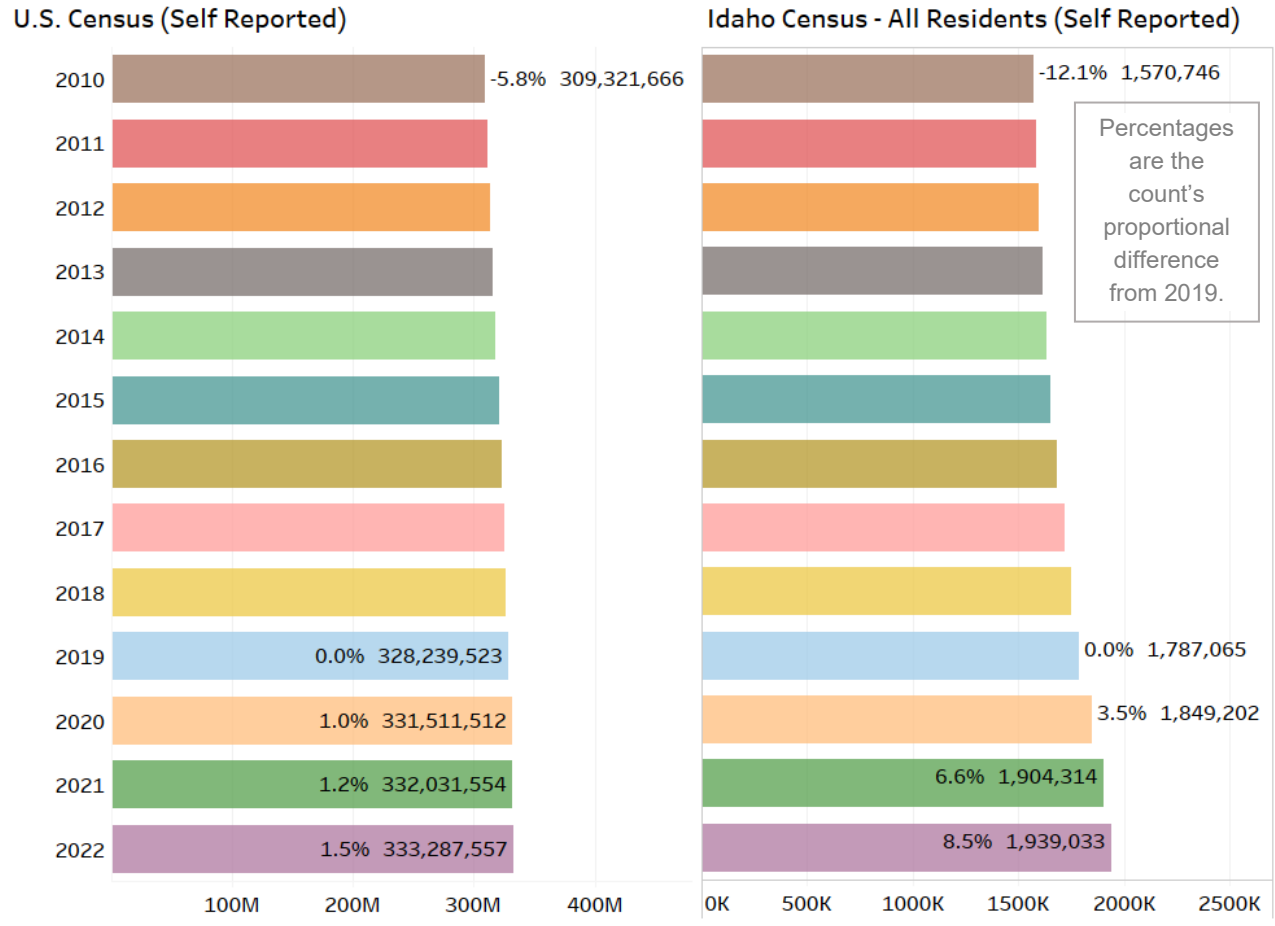
U.S. versus Idaho Census Trends

This section reviews U.S. Census data against Idaho's school enrollment data to understand the broader context of Idaho's trends[2].

Figure 2 shows population counts from 2010 through 2022. Percentages show change since 2019. The figure shows that Idaho is growing much faster than the U.S. Specifically,

- the U.S. population grew 7.3% since 2010, or about 0.6% per year.
- Idaho's population grew 20.6% in the same period, more than three times faster than the U.S.
- Idaho's growth of 8.5% since 2019 was nearly six times faster than the U.S. pace.

Figure 2: Census Counts & Percentage Difference from 2019: U.S. v Idaho, 2010-22



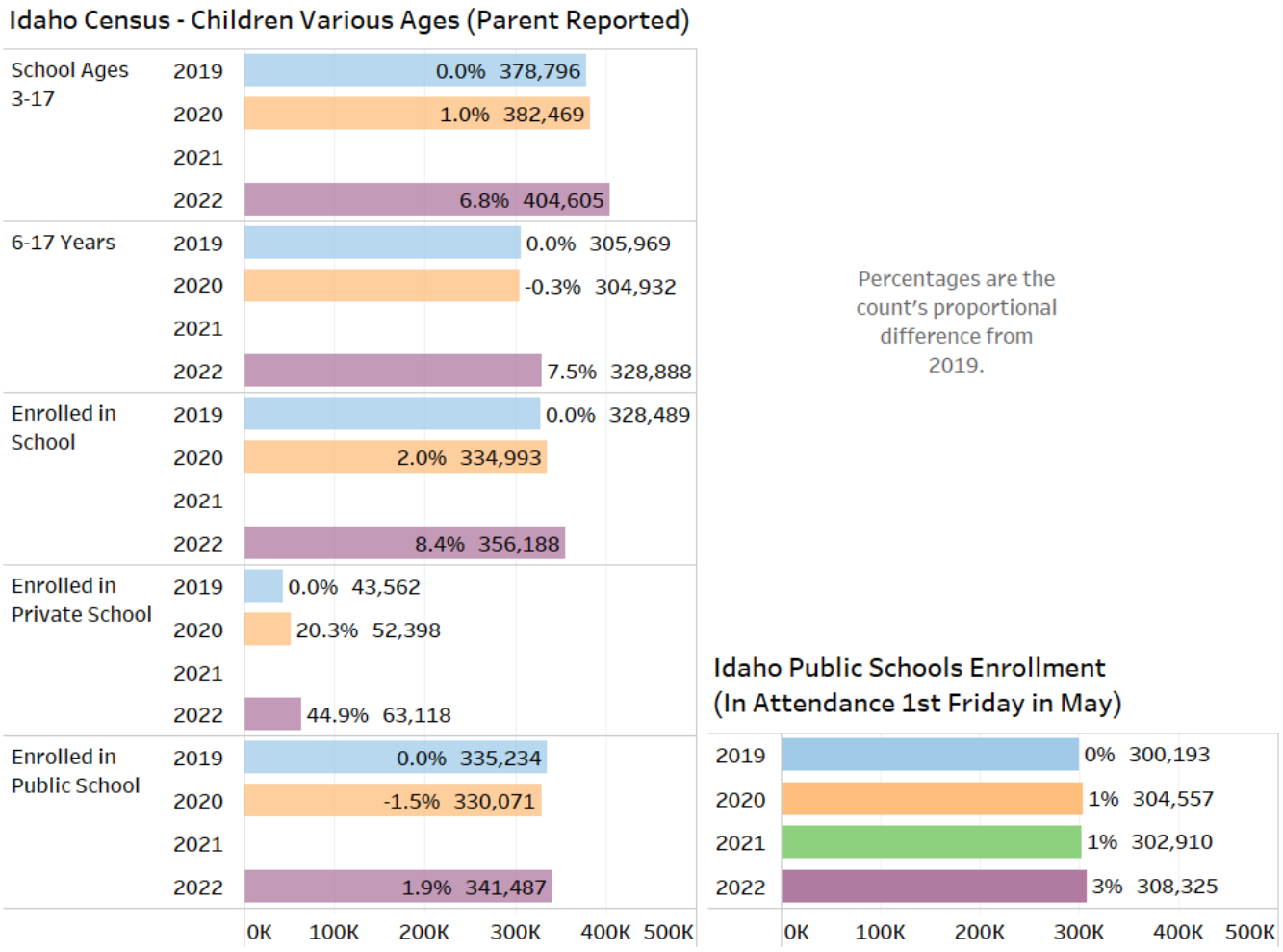
[2] Annual Estimates of the Resident Population for the United States, Regions, States, District of Columbia, and Puerto Rico: April 1, 2020 to July 1, 2022 (NST-EST2022-POP). Source: U.S. Census Bureau, Population Division, Release Date: July 2022;
Annual Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2019 (NST-EST2019-01). Source: U.S. Census Bureau, Population Division, Release Date: December 2019.

Idaho Census versus Idaho's Public-School Enrollment Trends

As seen in Figure 3, Idaho's student population, as counted on the first Friday each May, grew by 3% since 2019, somewhat faster than the Census's reported growth among students enrolled in public schools in the same period. In addition, the Census counts are higher. Both differences reflect Census versus SDE differences in data collection and reporting. For example, SDE's data report only students in attendance on the first Friday in May; whereas, the Census data are based on parental self-report over a period of time per year. For these reasons, one should exercise caution when interpreting differences or similarities.

- The Census showed 6.8% and 7.5% growth in school-age children since 2019, depending on the age range.
- Though the Census reported 8.4% growth in Idaho's overall school enrollment since 2019, compared to SDE's report of 3%, Census data also showed just 1.9% growth in public-school versus 44.9% growth in private-school enrollment in the same period.

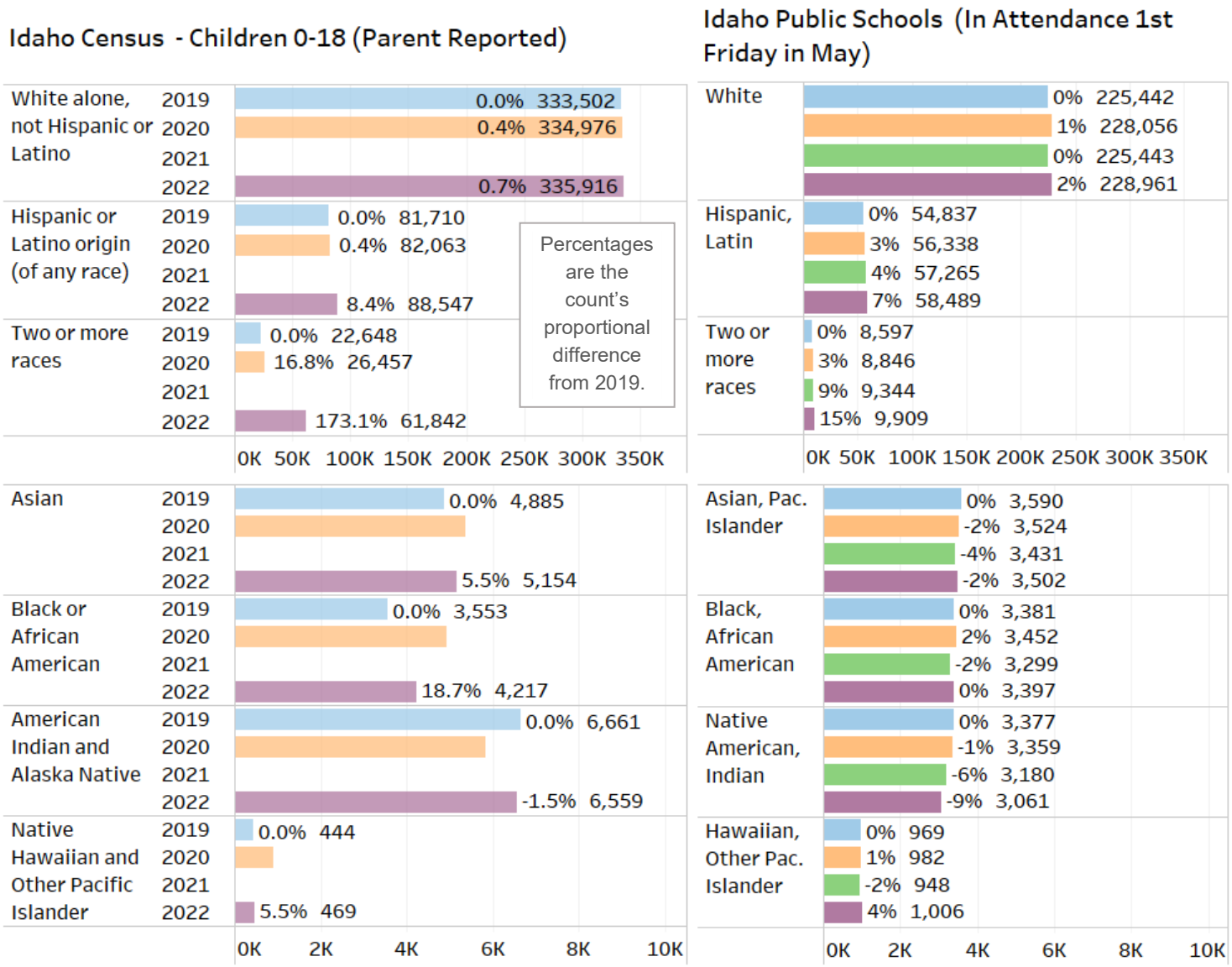
Figure 3: Percent Change from 2019 & Counts: Census v School Enrollment



As seen in Figure 4 and Figure 5, the proportional and count changes in Idaho's schools' student groups since 2019 do not track well against those of Idaho's population, as reported by the U.S. Census. The numerous methodological differences between the two systems, e.g., in data capture and reporting, render interpretation of differences or similarities inappropriate.

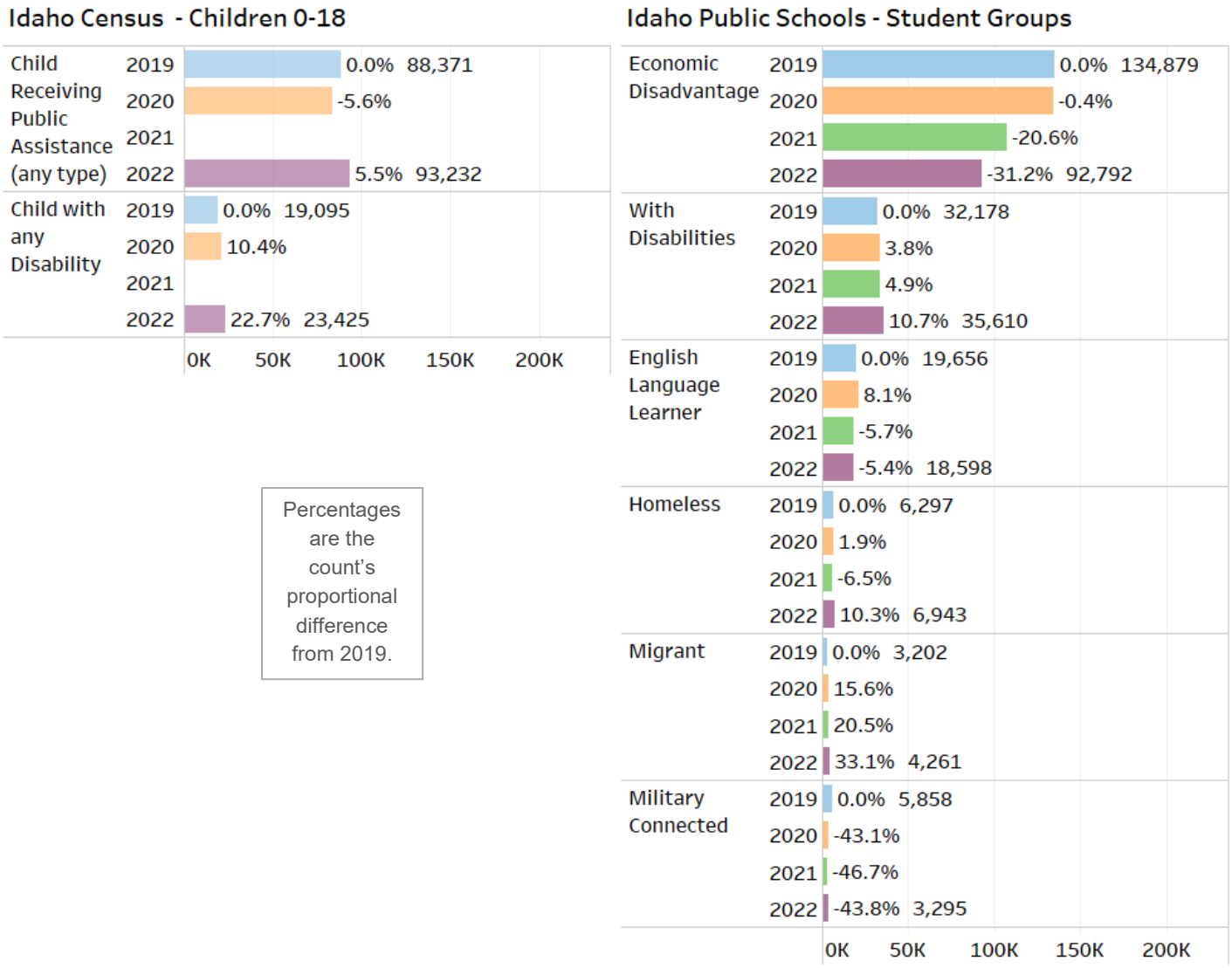
Regarding Idaho's public student enrollment, despite hopeful appearances, we cannot conclude that this year's uptick in enrollment counts among race/ethnicity groups whose numbers declined during the pandemic represents a return of those students or others. Further, a different trend appears among Native Americans: their numbers continue a decline begun before the pandemic, and bear additional investigation.

Figure 4: Percent Change v. 2019 & Counts: Census v. School Enrollment by Race



As seen in Figure 5, the proportional changes and counts in Idaho's schools' student groups since 2019 do not track well against those of Idaho's population, as reported by the U.S. Census,[3] rendering interpretation of differences or similarities inappropriate.

Figure 5: Percent Change from 2019 & Counts: Census v Schools' Student Groups



[3] As noted earlier, one methodological difference is that SDE's data include only students in attendance on the first Friday in May; whereas, the Census data are based on parental self-report over a period of time per year. Other differences include particularities of the Census, such as data-capture barriers to locating families without stable domiciles or addresses, resistance by certain groups to reporting, some for fear of legal repercussions, the fact that reports are complex, weighted estimates from samples in non-decade years, rather than full census counts, and other factors.

Continued Enrollment Monitoring Needed

Based on this year's review of Census findings and enrollment trends in Idaho's public schools, continued monitoring of the following is warranted:

1. U.S. and Idaho population trends;
2. Idaho Census distribution across public versus private school enrollment;
3. Idaho public school enrollment fluctuations and trends, especially for vulnerable student groups.

English Language Arts and Literacy; English Learners

This section reviews Idaho students' performance on reading assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the ACCESS 2.0 assessment for students learning English in kindergarten through grade 12; and the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10.

Early Literacy – Kindergarten through 4th Grade

Early literacy is measured by the IRI, the ISAT ELA, and the ACCESS for English Learners.

Idaho Reading Indicator (IRI)

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. It was approximately one minute in length and it measured only one aspect of literacy – oral fluency.

By contrast, the new IRI is a computer-adaptive screener and diagnostic assessment taken on a tablet or computer. It uses multiple, short tests to measure the foundational skills of literacy: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, Alphabetic Decoding, Reading Comprehension, and Text Fluency. Students in each grade complete a specific combination of these sub-assessments. For example, kindergarteners are not assessed on spelling.

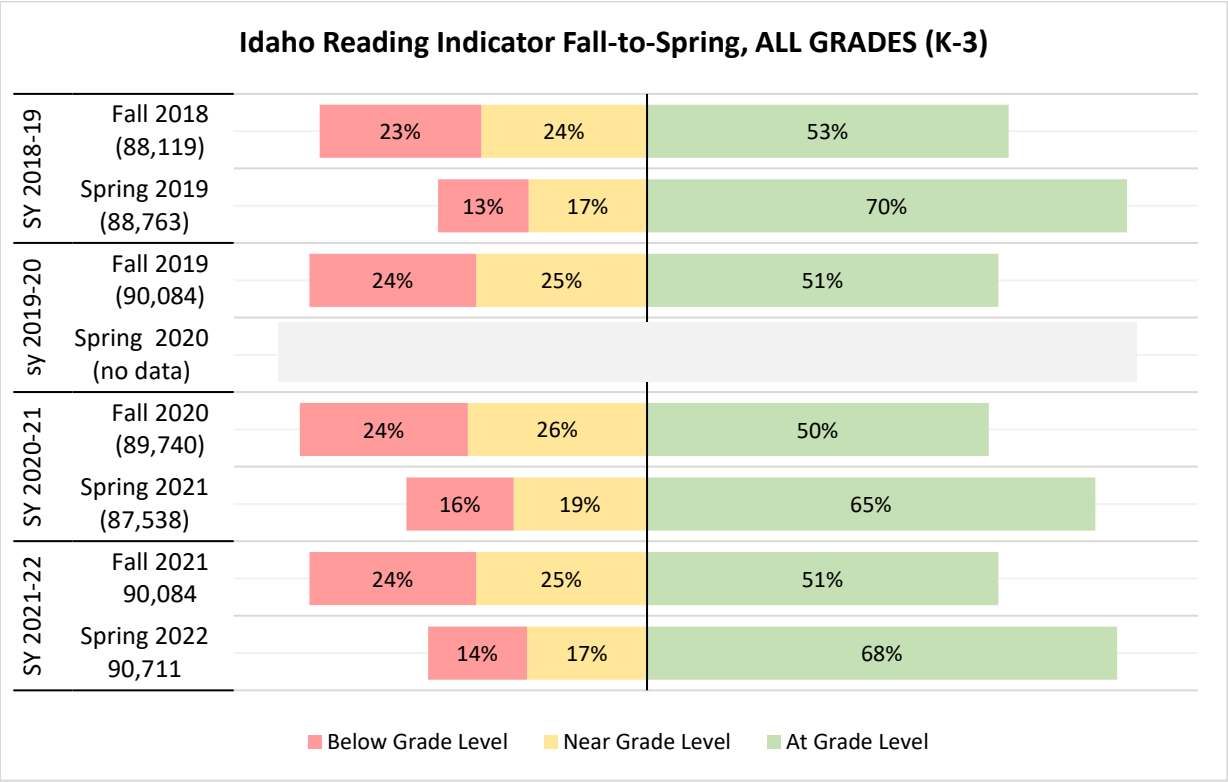
The IRI reports scores for each subtest and for overall literacy ability.

As seen in Figure 6, COVID-19 appears to have taken a toll from which students overall are rebounding.

Scores showed:

- Relatively stable Fall scores – 1-point fluctuation across three Falls, 2019 - 2021.
- A 3-point stronger finish in Spring 2022 than Spring 2021 reading At Grade Level.
- The gap narrowed to 2 points between pre-COVID (2018-19) and now in reading At Grade Level for both fall and spring.
- Fewer reading Below Grade Level in Spring 2022 than Spring 2021: 2-point decline, and now within 1 point of pre-COVID spring level.

Figure 6: IRI Fall-to-Spring Performance across Four Years

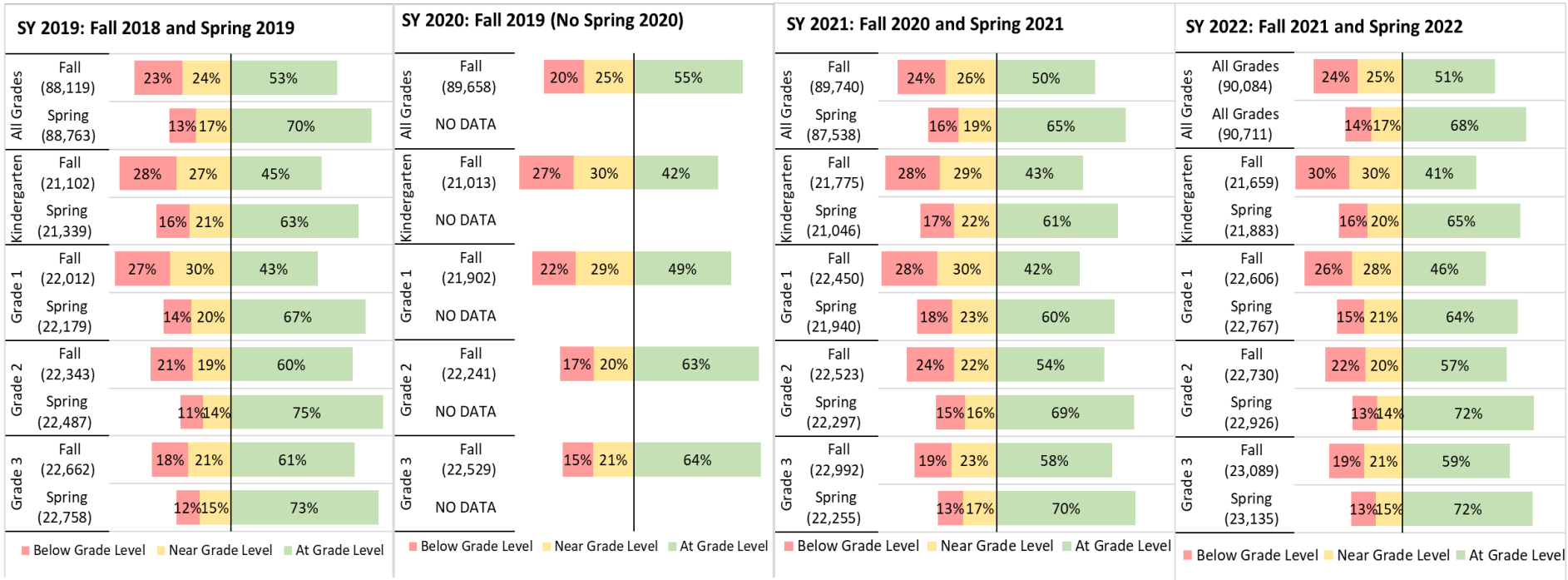


Note. Spring 2020 data are not available because of COVID-related lapses in test-taking.

As seen in Figure 7, which shows each grade's performance:

- For grades 1-3, the Fall 2021 proportions scoring At Grade Level were 1-4 percentage points higher than the prior fall, except for Kindergarten, which was 3 points lower.
- As a full measure of teaching effect, every grade's Spring 2022 At-Grade-Level percentages were 2-4 points higher than last spring – Kindergarten's was 65%, the highest in four years.
- Kindergarten and 1st-grade students made the greatest Fall-to-Spring improvements, compared to students in grades 2 and 3, whose improvements were steady but smaller.
- The proportion scoring Below Grade Level decreased from fall to spring in all grades.
- The percent Below Grade Level in Spring 2022 dropped 1-3 points versus last spring, except in grade 3, which was unchanged.

Figure 7: IRI Fall-to-Spring Performance per Grade across Four Years



Note. Spring 2020 data are not available because of COVID-related lapses in test-taking.

IRI Performance by Race-Ethnicity – All Grades

As seen in Figure 8

- Race-ethnicity groups are rebounding from the COVID slump manifest in Spring 2021.
- IRI spring proportions At Grade Level rose 3-8 percentage points from 2021 to 2022 for all race-ethnicity groups except Native Hawaiians and Asians. Most groups also saw declines in proportions scoring Below Grade Level.
- Native Hawaiians' proportion At Grade Level declined 7 points since last year; Asians, with the highest overall performance of all groups, showed a 1-point decline.

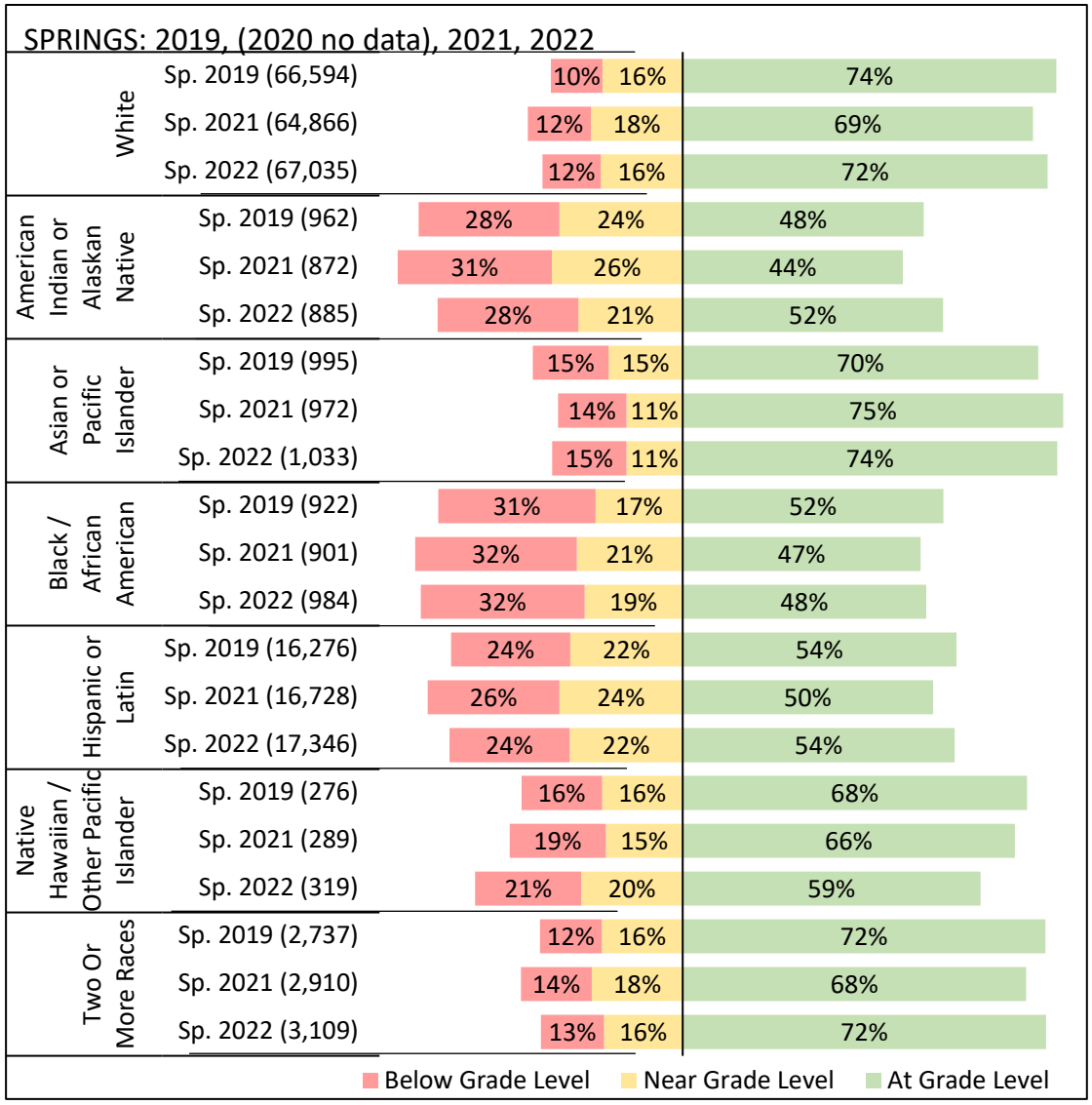


Figure 8: Spring IRI by Race and Ethnicity in 2019, 2021, and 2022

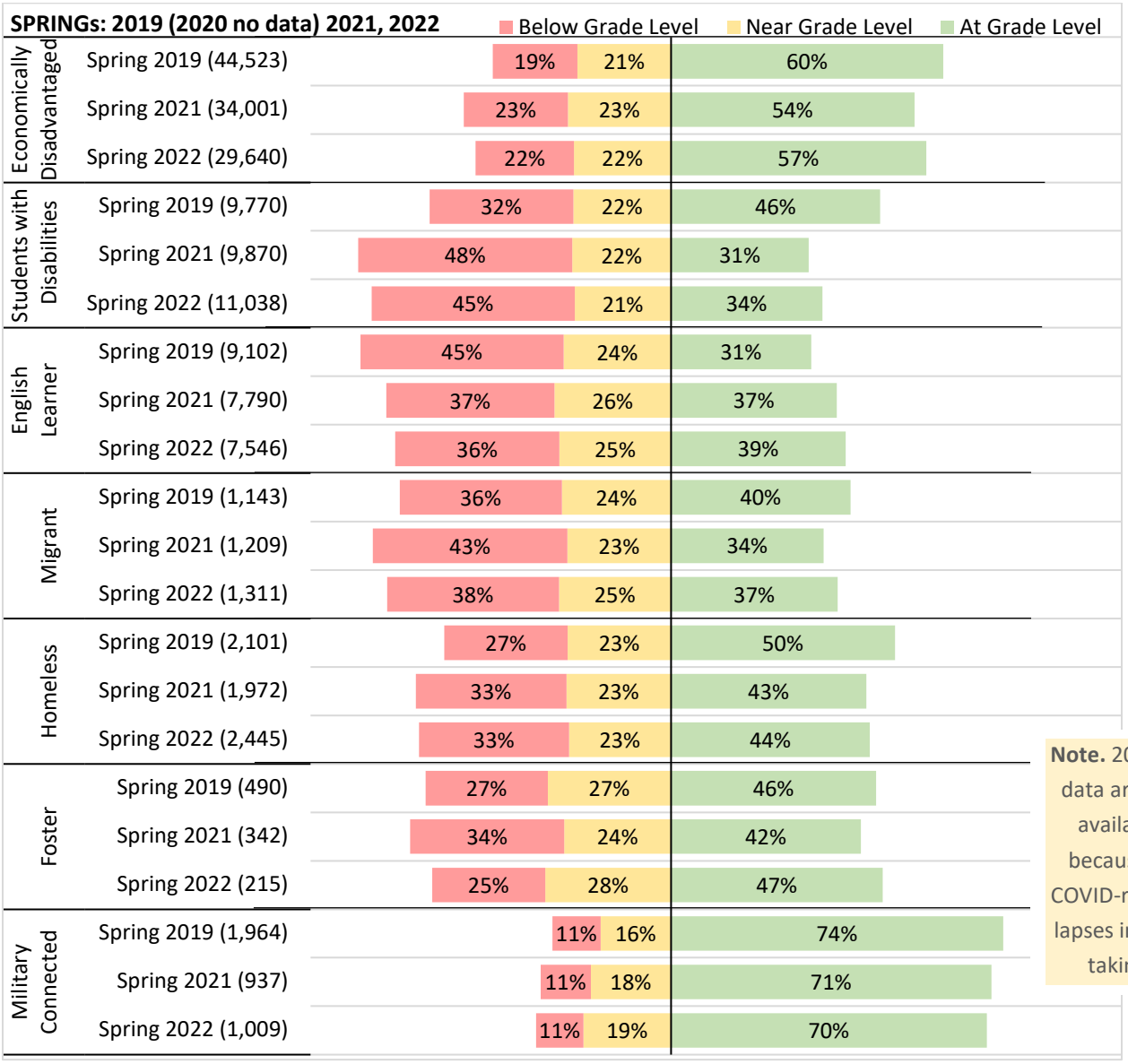
Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

IRI Performance by Student Group – All Grades

As seen in Figure 9:

- Student groups are rebounding from the COVID slump manifest in Spring 2021.
- All student groups increased in the proportion performing At Grade Level and declined or remained stable in the proportions Below Grade Level from Spring 2021 to Spring 2022, except Military-connected students.
- Military-connected students, who show the highest performance among all groups, declined since 2019 in At Grade Level proportions, and increased commensurately in Near Grade Level proportions.

Figure 9: Spring IRI Performance Levels of Student Groups

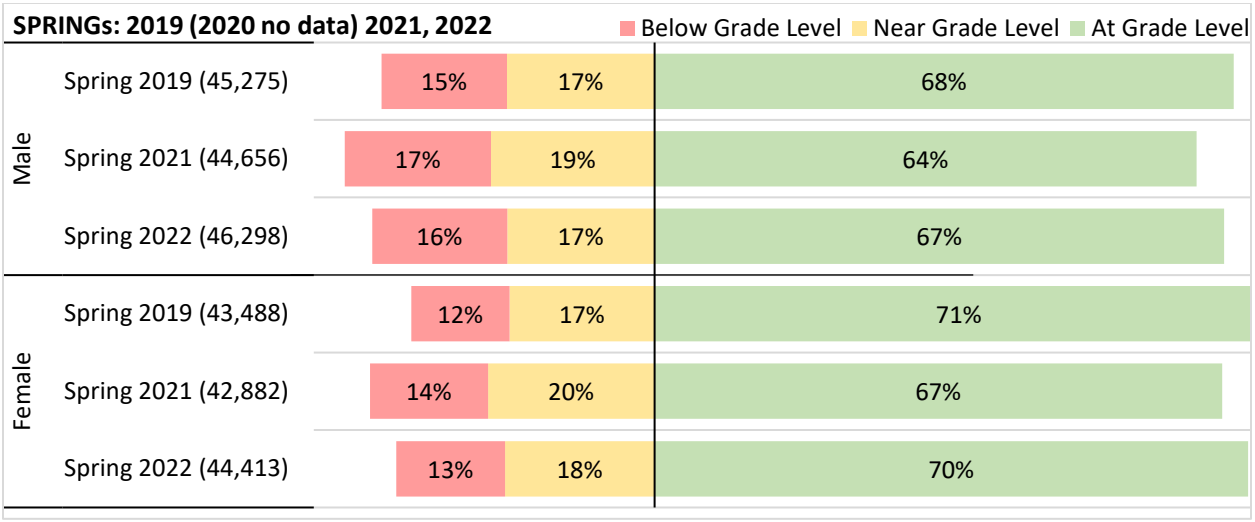


IRI Performance by Gender – All Grades

As seen in Figure 10:

- Girls and boys are rebounding from the COVID slump manifested in Spring 2021.
- Both girls and boys gained three percentage points performing At Grade Level since last year, and decreased by three points performing Below Grade Level.
- The performance gap favoring girls remained steady at 3 points at both the top and bottom performance tiers.

Figure 10: Spring IRI Performance Levels and Gender



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

Idaho Standards Achievement Tests

Students in grades 3-8 and 10 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).[4] These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. ISAT Math and ELA comprise key elements of Idaho's school accountability system.

The ISAT English language arts and math items address a variety of aptitudes, from short-term recall to reading, subtraction, and problem solving. The ISAT summative assessment is administered during the last 8 weeks of the school year. It consists of two parts, a computer-adaptive test and performance tasks. The main objectives are threefold: (1) To indicate both student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state; (2) to provide valid, reliable, and fair measures of students' progress toward, and attainment of, the knowledge and skills required to be college and career ready; and (3) to optimize students' ability to demonstrate their full knowledge and skills by leveraging the strengths of computer-adaptive testing. These summative assessments are an important component of the statewide comprehensive assessment detailed IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

- general assessment without accommodations;
- general assessment with accommodations; or
- Idaho Alternate Assessment or IDAA for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet four participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

[4] School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

ISAT English Language Arts (ELA), 2017–2022

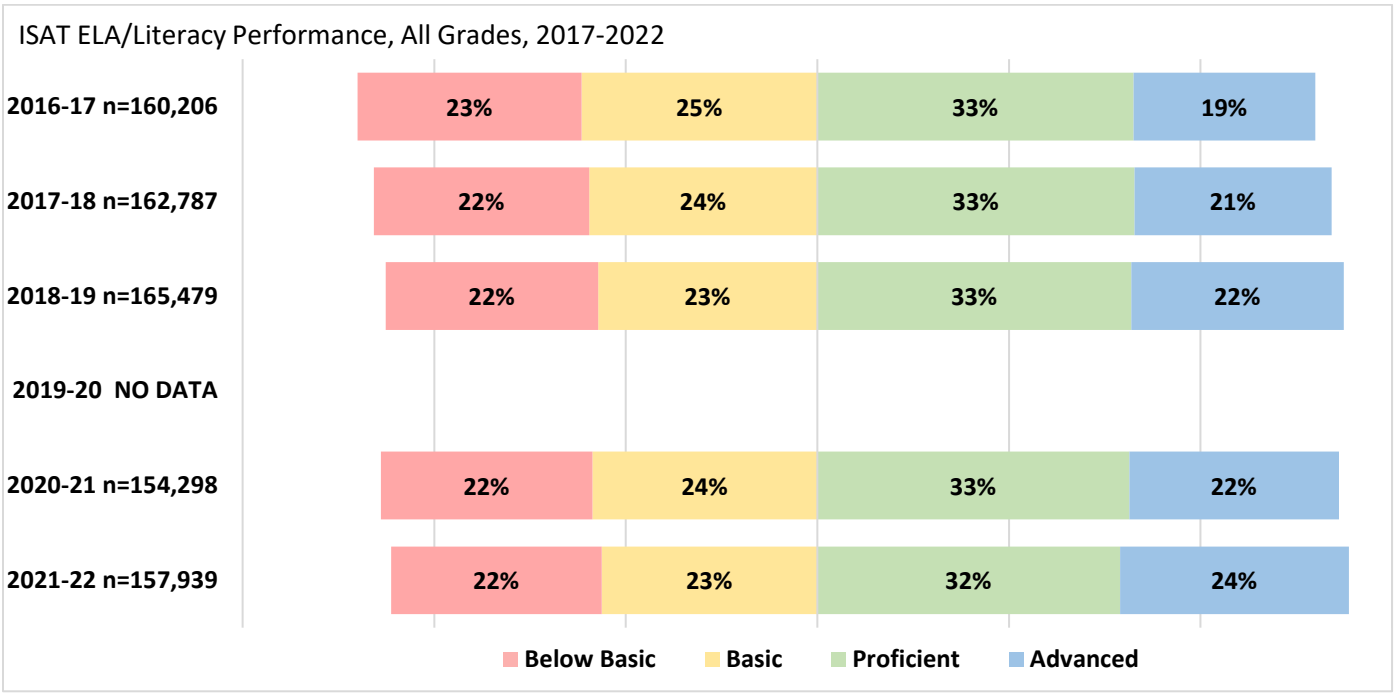
After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores. The graph below shows the performance of students in grades 3-8 and 10, across the four achievement levels.

ISAT ELA, All Grades

Figure 11 shows that:

- The proportion achieving Advanced increased steadily through 2019 with a small decline in 2021 and a full rebound in 2022. The same is true for the proportion performing at least proficient (proportion in levels Proficient plus Advanced).
- The relatively consistent year-to-year proportions in both Proficient and Below Basic across the years suggests that scale score changes within these groups were too small to cause movement out of categories. At the same time, these group-level scores do not show the trajectory of individual students across time.

Figure 11: ISAT ELA-Literacy, All Grades, SYs 2017-2022



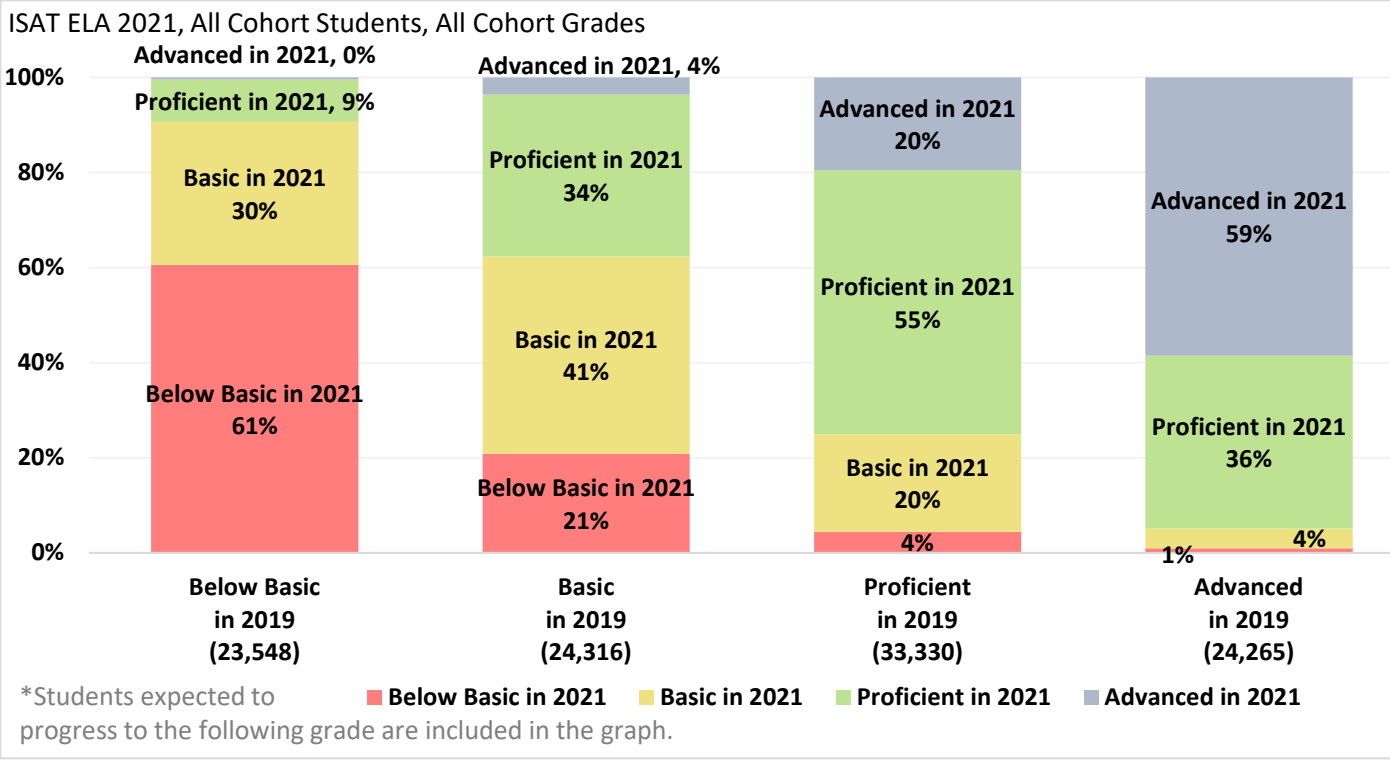
Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT ELA – How Much Did Idaho Students Move Across Proficiency Levels?

Figure 12 shows the change versus stability of students' ISAT ELA proficiency levels across two measurement times - 2019 versus 2021 and 2021 versus 2022. Each vertical, stacked bar represents all the students in the cohort who started at a specific ISAT ELA proficiency level in 2019 – the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar represent where a student was two years later in 2021. For example, 61% of those starting at Below Basic in 2019 were still there in 2021 (the red section of the first bar). Overall, the stacked bars show that:

- The plurality of students did **not move** ELA proficiency level from 2019 to 2021, with the two most stable groups being at the extremes - Below Basic and Advanced.
- The greatest movement was into Proficient in 2021, either downward from Advanced in 2019 (36%) or upward from Basic (34%).

Figure 12: ISAT ELA Proficiency Level in 2021 Shown Per 2019 Starting Level



Method Note. This analysis included just 105,459 students, which was 64% of the 165,000 students who tested in 2019, for two reasons.

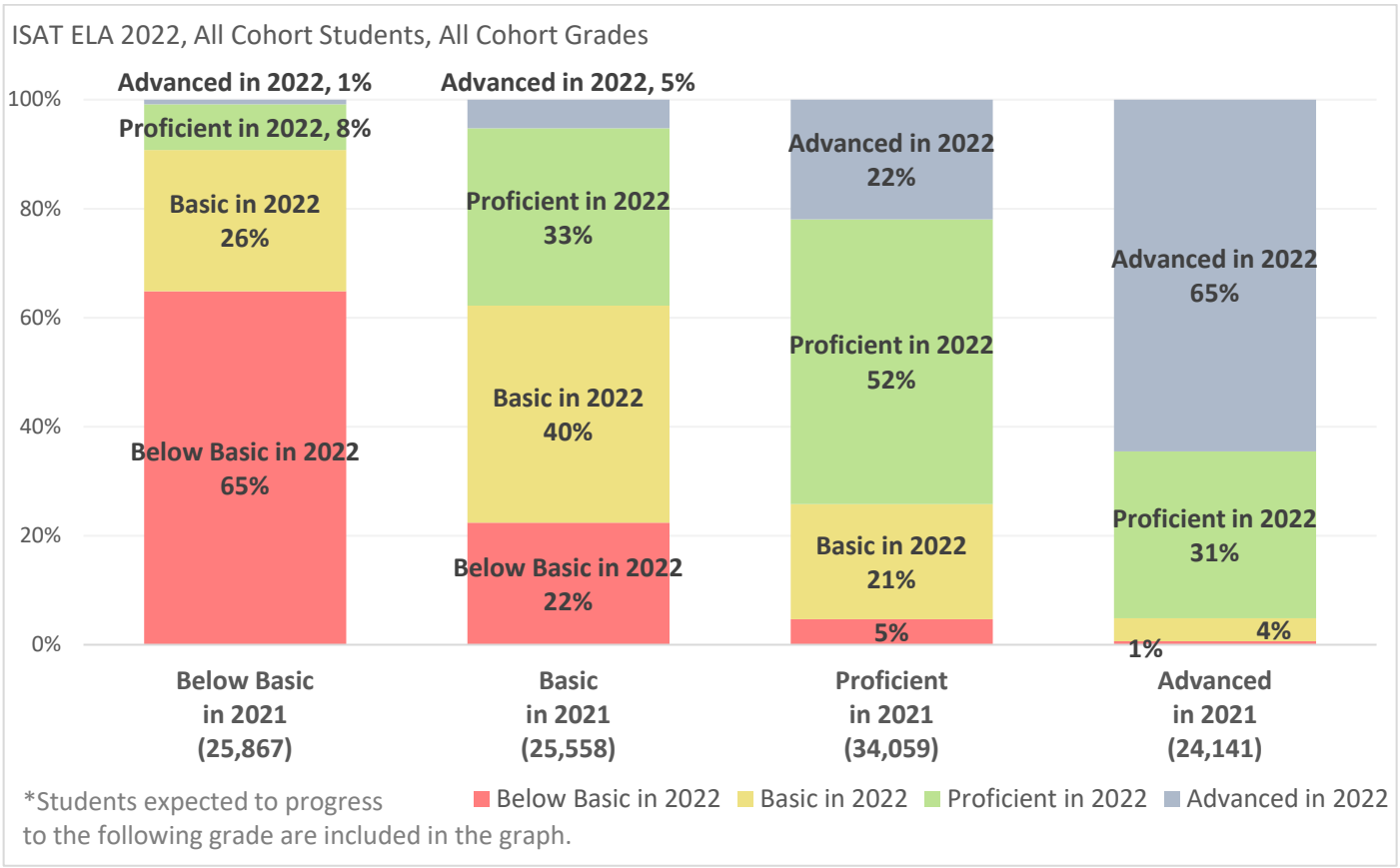
It excluded three grades from analyses, amounting more than 55,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 2-year gap. Students needed to be in a grade in 2019 that was two grades below those included in 2021. In other words, it included only grades 3-5 and 8 in 2019, which rolled into grades 5-8 and 10 in 2021.

Matching across time also loses students who move from the state or leave public schools.

Figure 13 shows the progression from 2021 to 2022 ISAT ELA scores, paralleling Figure 12 data for 2019-to-2021. Overall, the stacked bars show:

- Great similarity to the findings of 2019 to 2021.
- The plurality of students did **not move** ELA proficiency level from 2021 to 2022, with the two most stable groups being at the extremes - Below Basic and Advanced.
- As in 2021, the greatest movement was into Proficient in 2022, either downward from Advanced in 2019 (31%) or upward from Basic (33%).
- The most notable difference from last year were the larger proportions remaining in the extremes (Below Basic and Advanced were both 65% this year versus 61% and 59%, respectively, last year).

Figure 13: ISAT ELA Proficiency Level in 2022 Shown Per 2021 Starting Level



Method Note. This analysis included just 109,625 students, which was 69% of the 158,000 students who tested in 2021, for two reasons.

It excluded three grades from analyses, amounting to more than 45,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2021 that was one grade below those included in 2022. In other words, it included only grades 3-7 in 2021, which rolled into grades 4-8 in 2022.

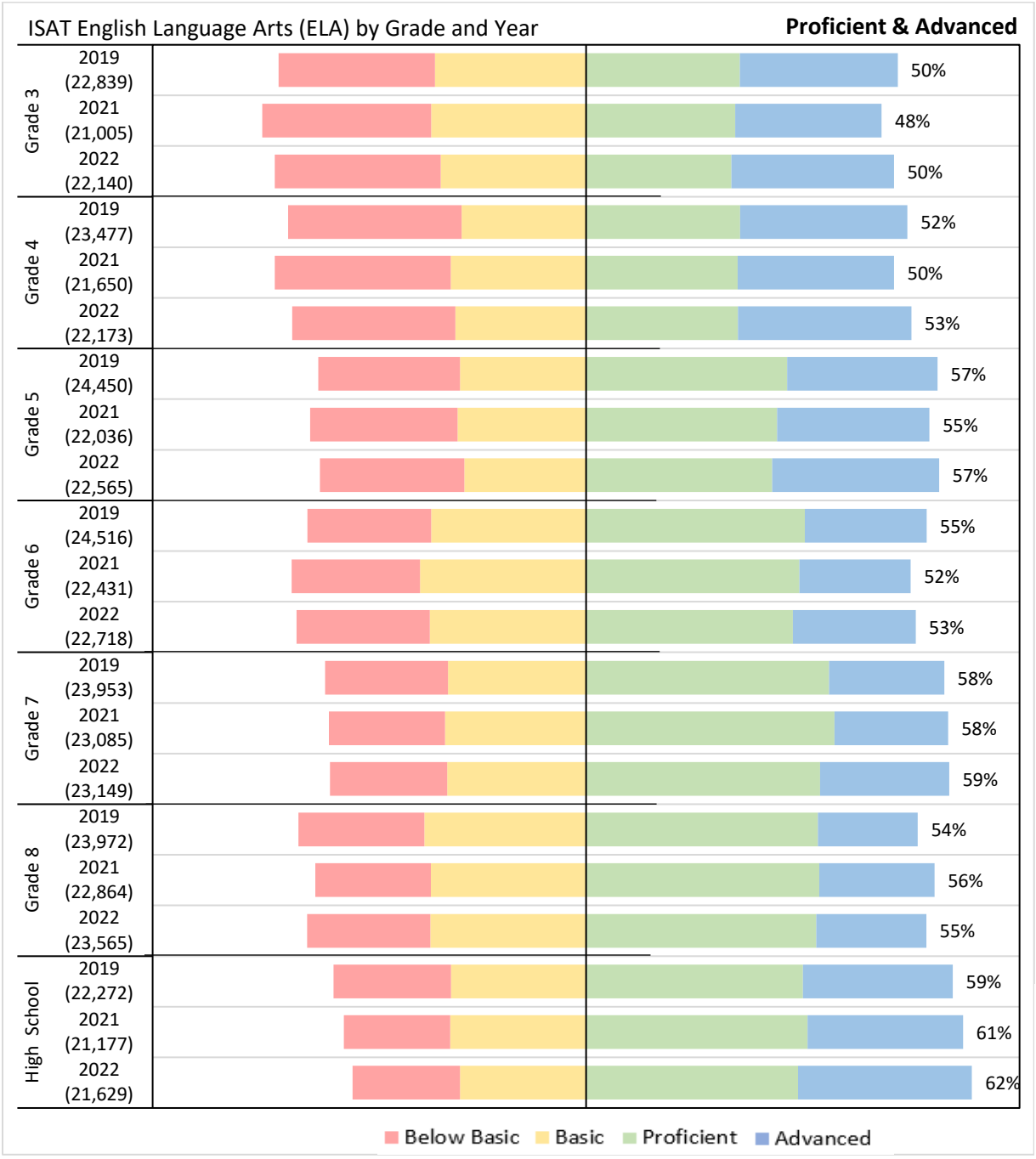
Matching across time also loses students who move from the state or leave public schools.

ISAT English Language Arts Performance by Grade

Figure 14 shows that:

- In all grades except Grade 6, the 2022 proportions performing proficient (Advanced or Proficient) have rebounded to equal or exceed the pre-COVID (2019) proportions.
- All grades' proportions performing proficient increased from last year, except 8th grade, which dropped 1 point.
- Across all three years, the proportions proficient rose consistently from grades 3 through 10, except for annual drops of 2-4 points in 6th and 8th grades from the prior grade.

Figure 14: ISAT ELA/Literacy by Grade in 2019, 2021, and 2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

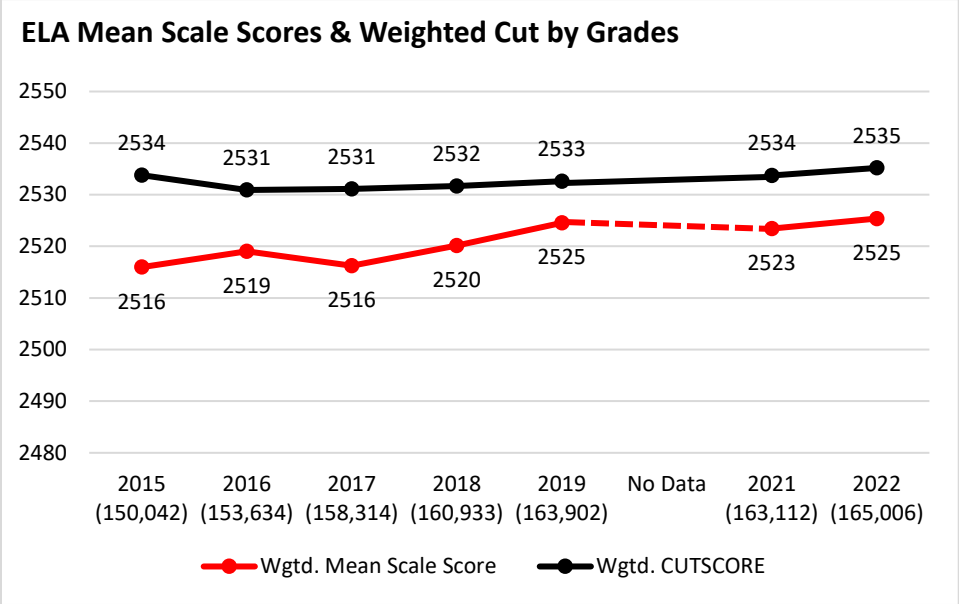
ISAT ELA Mean Performance Across the Years

This section reviews the average scale scores in ELA per year, across all grades. Each year's weighted, mean scale score was calculated by multiplying the mean scale score per grade by the number of students taking the assessment in that grade; summing those products; and then dividing by the total number of test-takers that year. The same method was applied to calculating a weighted-average cut-score per year. The grade's cut score (which rises gradually from grade 3-10) was multiplied by the number of students taking the assessment in that grade, that year; the sum of those products was divided by the total number of test-takers that year. This method explains why the weighted-average cut scores differ somewhat per year. They reflect the differing numbers of students per grade taking the assessment.

Figure 15 shows another view of the rebound in performance following the COVID-19-related declines.

- Mean literacy scores across grades recovered to their pre-COVID level in 2022 after a 2-point dip in 2021.
- Likewise, the distance below the weighted cut score also recovered to an average of 10 scale points.
- This rebound follows a progressive improvement from 2017 through 2019 in both mean scale scores and declining mean score-to-cut score gaps.

Figure 15: ISAT ELA Scale Scores per Grade



Longitudinal Review of ELA Performance

This analysis reviewed the ELA performance of three cohorts of students who were in either the 7th, the 8th, or the 10th grade in school year 2022. Included in each analysis were all students with a score in all grades in the cohort, and only students who progressed to the expected next grade. The Idaho cohort analyses and graphs for 2021-22 were generated following the same process as the Math cohort analysis in 2020-21. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing in 2014-15. Any students who took two summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student individual ID.

The different cohorts for Math and ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1. Shaded areas indicate that no testing was performed in 2020 because of COVID-19 closures and absences, and no testing in Grade 9 was required because the analysis is based on testing done for accountability purposes. For the years in question, Idaho high school accountability testing was performed in Grade 10 and participation rates for Grade 9 testing were much lower than for accountability grades.

Table 1: Cohort Test Grades and Years for 2021-2022 Analysis

Grade 10 Cohort		Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year	Test Grade	Year
10	2022	8	2022	7	2022
9	2021	7	2021	6	2021
8	2020	6	2020	5	2020
7	2019	5	2019	4	2019
6	2018	4	2018	3	2018
5	2017	3	2017		
4	2016				
3	2015				

Note: No testing in 2020, and Grade 9 testing was not required for accountability purposes.

The same analysis was performed for each of the six cohorts (three Math and three ELA cohorts):

1. Calculate the mean overall and mean claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.
3. Plot the average overall and claim scores, along with the proficiency cut scores, across years.

The following graphs show both composite scores and their constituent claims scores. Claim scores evaluate achievement on each of the three skills that comprise English Language proficiency – Read, Write, Listen-Interpret, and Integrate-Research. The claim scores are combined into the Overall composite.

The graphs show the Overall composite score in yellow; the Proficiency Cut Score in **black**, and the claims in other colors. The Cut score is the level at which a student is considered proficient within the grade. A double slash (****) and a gray vertical bar appear over years with missing data.

The 7th-grade cohort analysis below shows that:

- The Interpret-Listen claim had the highest score across the grades. The Integrate claim had the lowest means until 6th grade, when it surpassed all except Interpret.
- The Write and Integrate claims were the most variable across time and crossed the Proficiency Cut only in 6th or 7th grade.
- By Grade 7, all claims' means exceeded the cut score; the Read and Interpret-Research had equaled or exceeded the Proficiency Cut in all grades.
- By 4th grade, the Reading, Interpret, and Composite means surpassed the Proficiency Cut for that grade.

Figure 16: ISAT ELA Mean Scores of 7th-Grade Cohort SYs 2018-2022

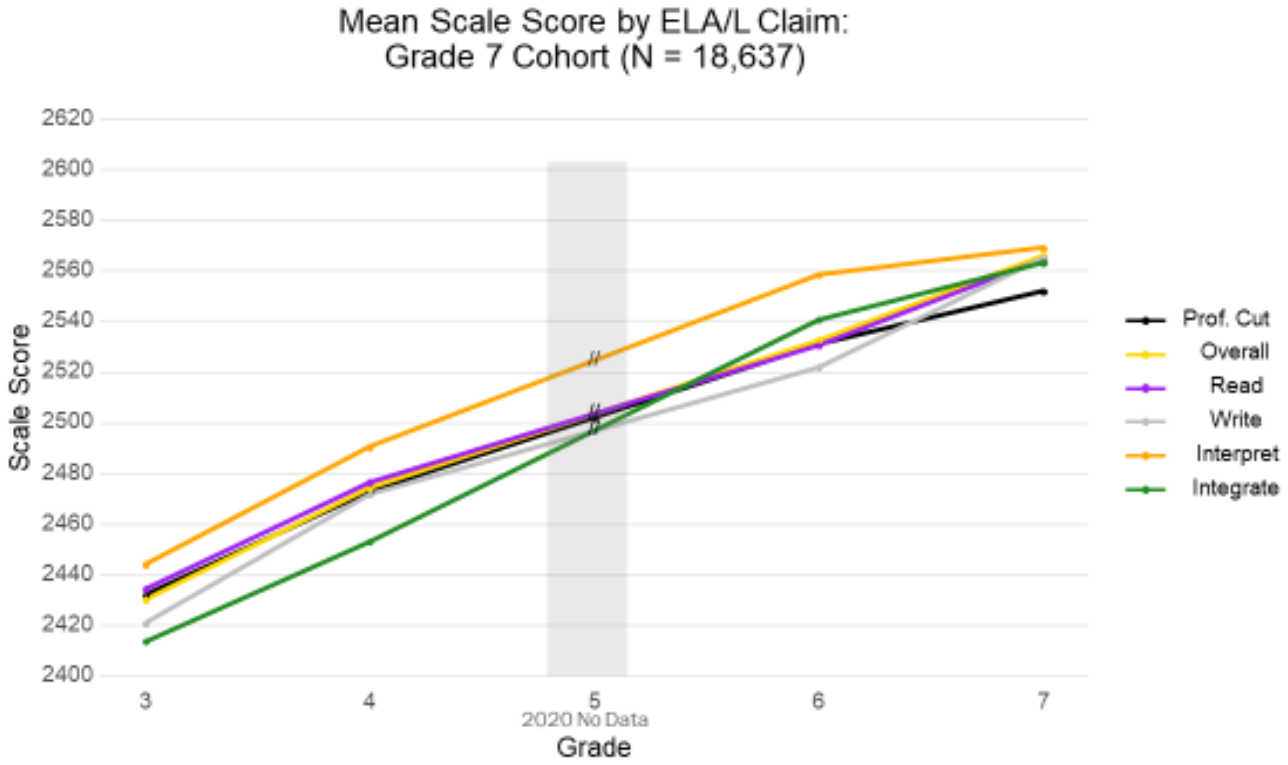
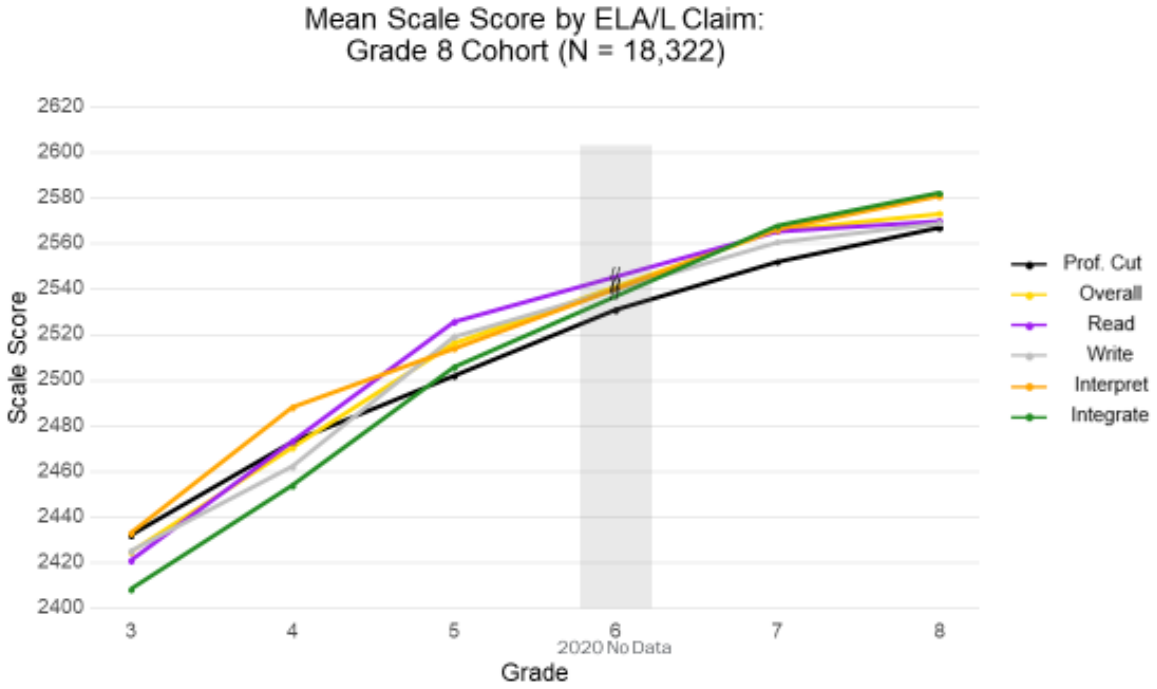


Figure 17 shows the 8th-grade cohort analysis.

- The mean claim scores for 8th grade varied somewhat less from one another than those in the 7th-grade cohort causing their lines to appear closer together than was true for the younger cohort.
- Yet, similar to the pattern seen in the 7th-grade cohort, the Integrate claim was the most variable by grade, starting at the bottom in 3rd grade of this cohort but rising to the top by 8th grade.
- For this cohort, the composite and all the claims reached or exceeded the Proficiency Cut by 5th grade - about the same time as in the 7th-grade cohort and a grade earlier than in the 10th-grade cohort.
- These findings closely resemble those of last year's 8th-grade cohort.

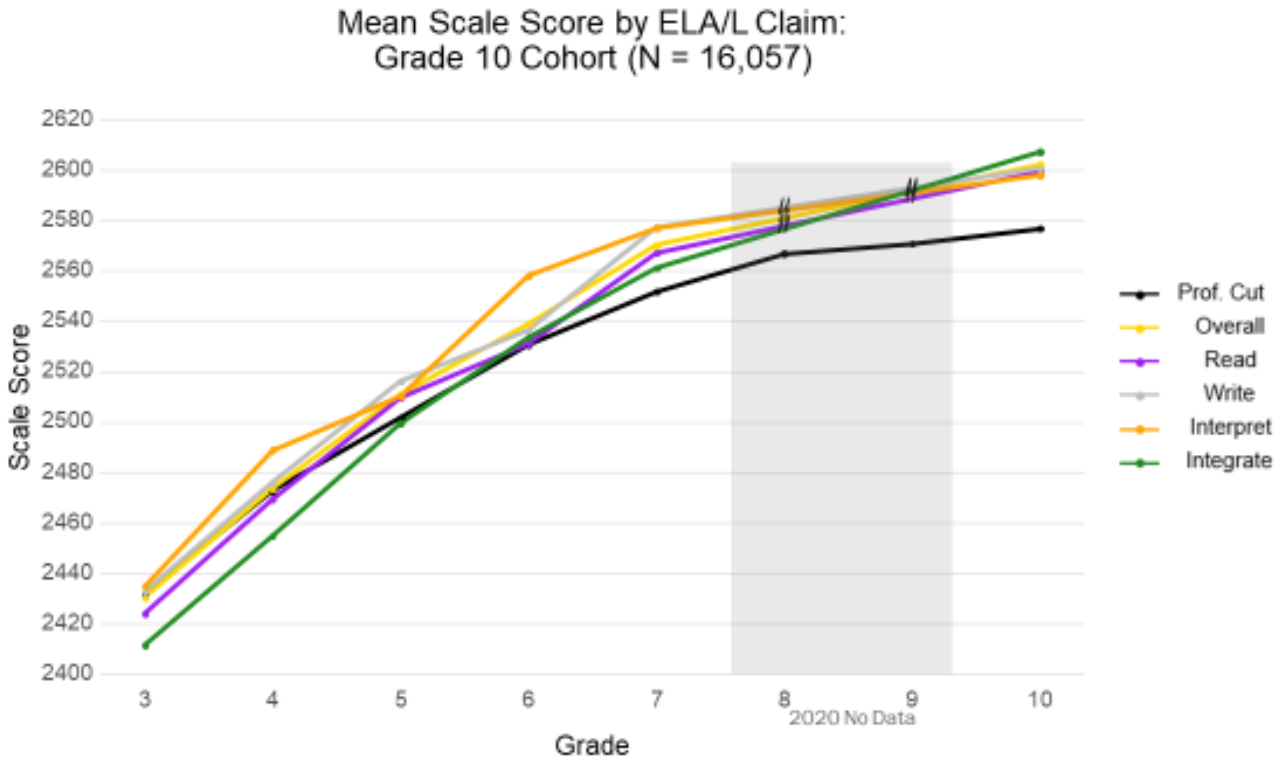
Figure 17: ISAT ELA Mean Scores of 8th-Grade Cohort SYs 2017-2022



As seen in Figure 18 showing the 10th-grade cohort:

- Again, the Integrate claim had the lowest mean scores until 10th-grade when it rose to the top.
- By contrast, the Interpret-Listening claim was highly variable, starting at the top but finishing at the bottom versus other claims.
- By 6th grade, all claims had achieved the Proficiency Cut.
- Again, these findings resemble those of last year's 10th-grade cohort.

Figure 18: ISAT ELA Mean Scores of 10th-Grade Cohort SYs 2015–2022



Idaho English Language Proficiency Assessment for English Learners

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based English language instruction educational program. Using the WIDA Screener for kindergarten and the WIDA Screener (for all other grades), districts and charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English Learners (ELs) participate annually in a standardized English language proficiency assessment (the ACCESS) to monitor academic English language growth in four distinct language domains: Reading, Writing, Listening, and Speaking. The ACCESS is typically administered from the last week in January to the first week in March.

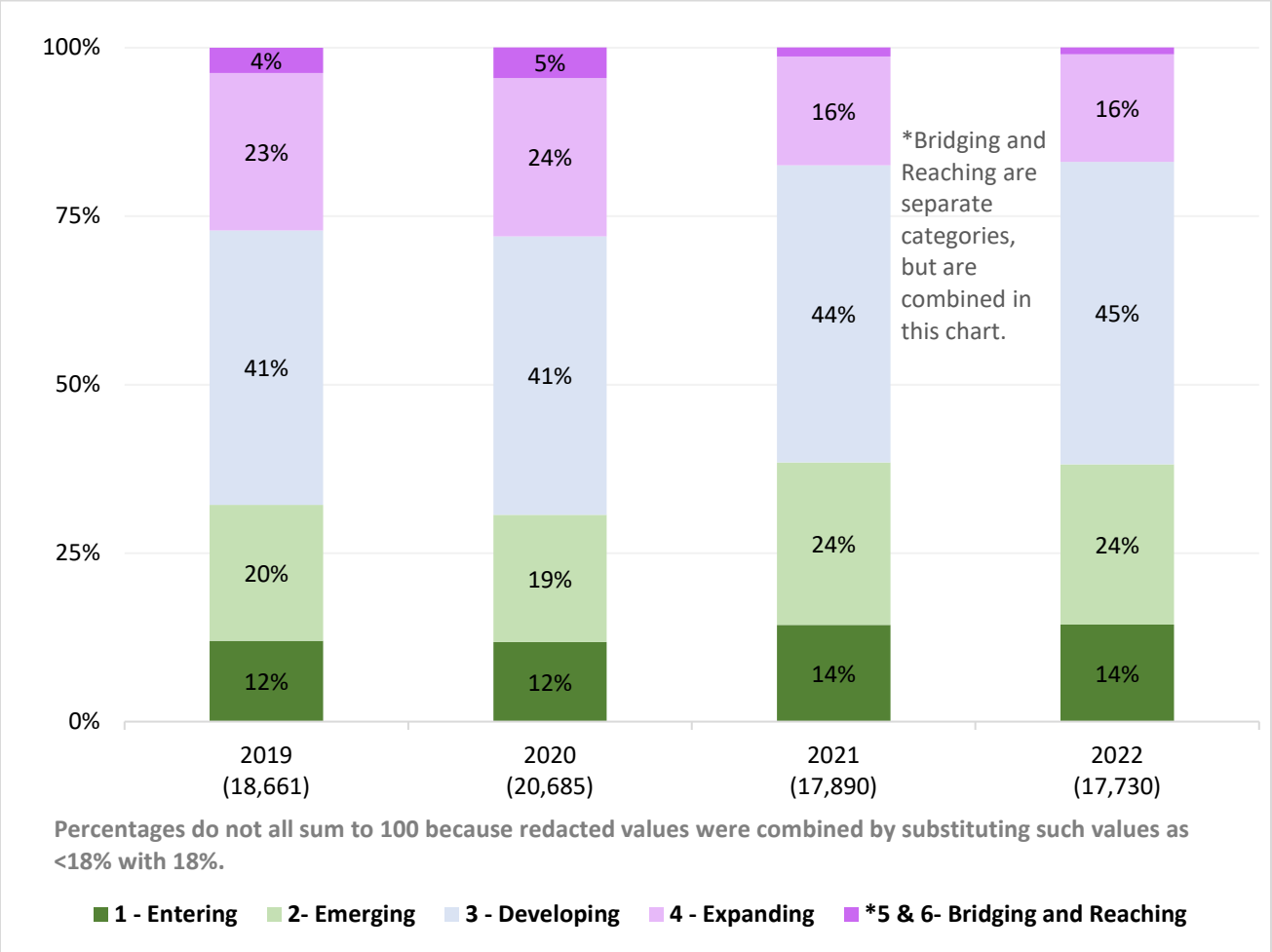
ACCESS for English learners (ELs) delivers proficiency level scores ranging from 1.0 to 6.0 for students in kindergarten through grade 12. Idaho has based screening and exit criteria on these proficiency level scores since 2016. In 2017, the SDE slightly lowered the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for exiting the program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, SDE implemented another exit criterion update in 2019-20. These modifications lowered the overall composite proficiency level exit cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0[5]. The effects of this modification were twofold. First, the percentage exiting proportion more than quadrupled from 4.2% in 2018-19 to 19.3% in 2019-20. Second, those remaining to take the ISAT in 2021 on average had a lower English language proficiency than the ELs had in prior years, which might be expected to cause a decline in ISAT ELA scores. Yet, the opposite was observed (as seen in Figure 19).

[5] This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

Figure 19 shows that from 2018-19 through 2021-22, the proportions of English learners in each proficiency level remained relatively stable, taking into account the change in exit criteria in 2021[6].

- The proportions per level have been stable since 2020-21, with a slight uptick in the two middle categories – Emerging and Developing – and slightly fewer in the top two categories.
- These proportions of students in the six levels varied by status in the program. Waived and Continuing students concentrated in Developing (not shown in the graph).

Figure 19: English Language Proficiency - English Language Learners, 2019-2022



[6] In 2020-21, the total proportion of ELs in Expanding and Bridging declined by 12 percentage points, mostly because of the modified exit criteria applied in 2020.

MATH ACHIEVEMENT

Idaho students' achievement in math is measured annually in the Spring summative ISAT Math assessment. After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores.

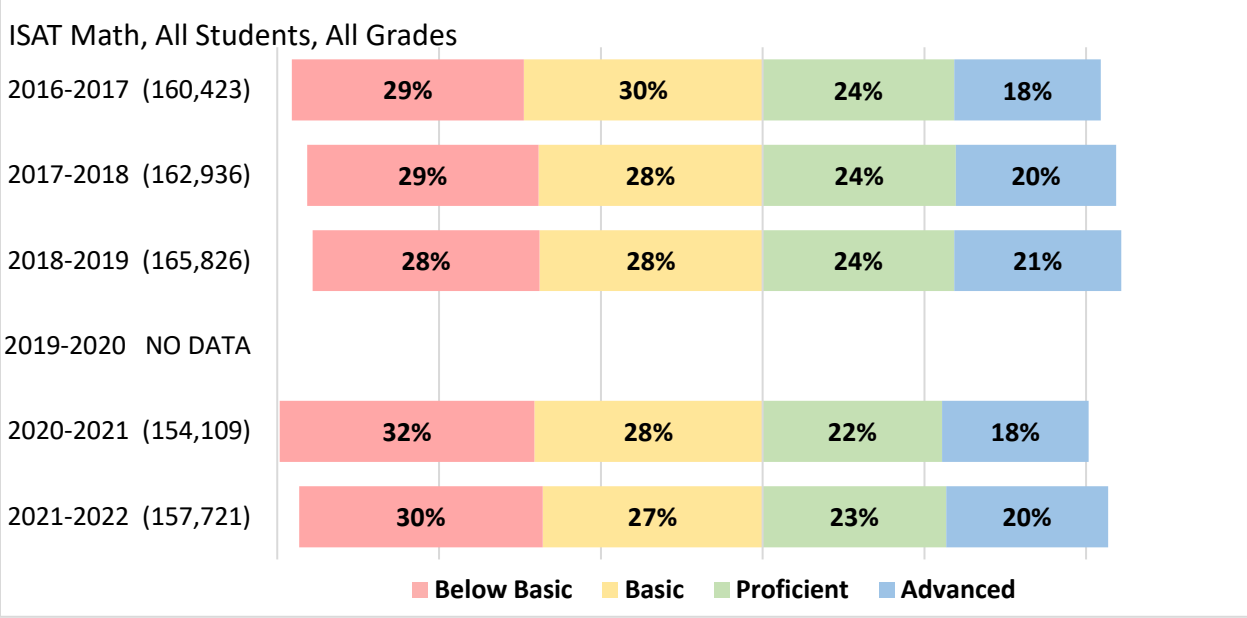
In this section we review the performance of (a) proficiency levels of all students across all grades (3-8 and 10); (b) scale scores of three grade cohorts of student as they progress from grades 3 through 10; (c) average scale scores versus cut scores for all students; and (d) performance of various race-ethnicity and other student groups, averaged across all grades 3-8 and 10.

ISAT Math Achievement

The ISAT Math findings show a similar COVID-19 effect to those seen in other assessments.

- The proportion of math-proficient students (Proficient or Advanced) rose by 3 percentage points since 2021, recovering more than half of the COVID-related loss of 5 points.
- By contrast, the proportion scoring Below Basic is still the highest in five years.

Figure 20: ISAT Math SYs 2017-2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

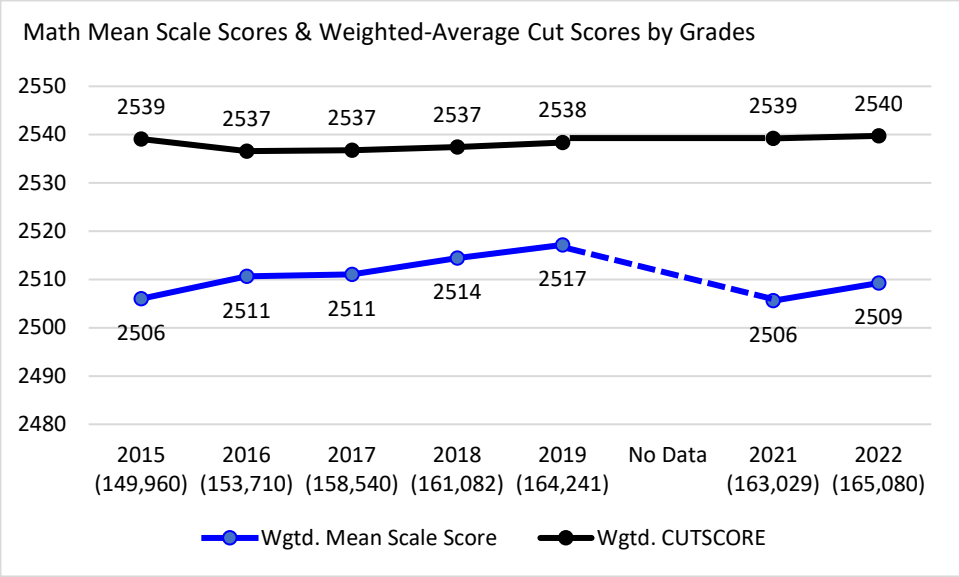
ISAT Math Average Performance Across the Years

This section reviews the average scale scores in Math per year, across all grades.

Figure 21 shows scale scores and cut scores from 2015 through 2022.

- Average math scores across grades rose 3 points toward their pre-COVID level in 2022 after a 12-point dip in 2021.
- More importantly, the distance below the weighted cut score declined by 4 points since 2021, now averaging 30 points compared to the 2019 gap of 21 points (and 33 points in 2015).
- This move upward follows a progressive improvement from 2015 through 2019 in both mean scale scores and declining mean score-to-cut score gaps.

Figure 21: ISAT Math Scale Scores and Cut Scores per Grade



Calculation of weighted-average scale score per year. Each year's reported scale score is a weighted average, calculated as follows.

- Multiply each grade's mean scale score by the number of students taking the assessment in that grade;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

Calculation of weighted-average cut score per year. A parallel method was used to calculate the weighted cut-score per year:

- Multiply each grade's standard cut score (which rises gradually from grade 3-10) by the number of students taking the assessment in that grade, that year;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

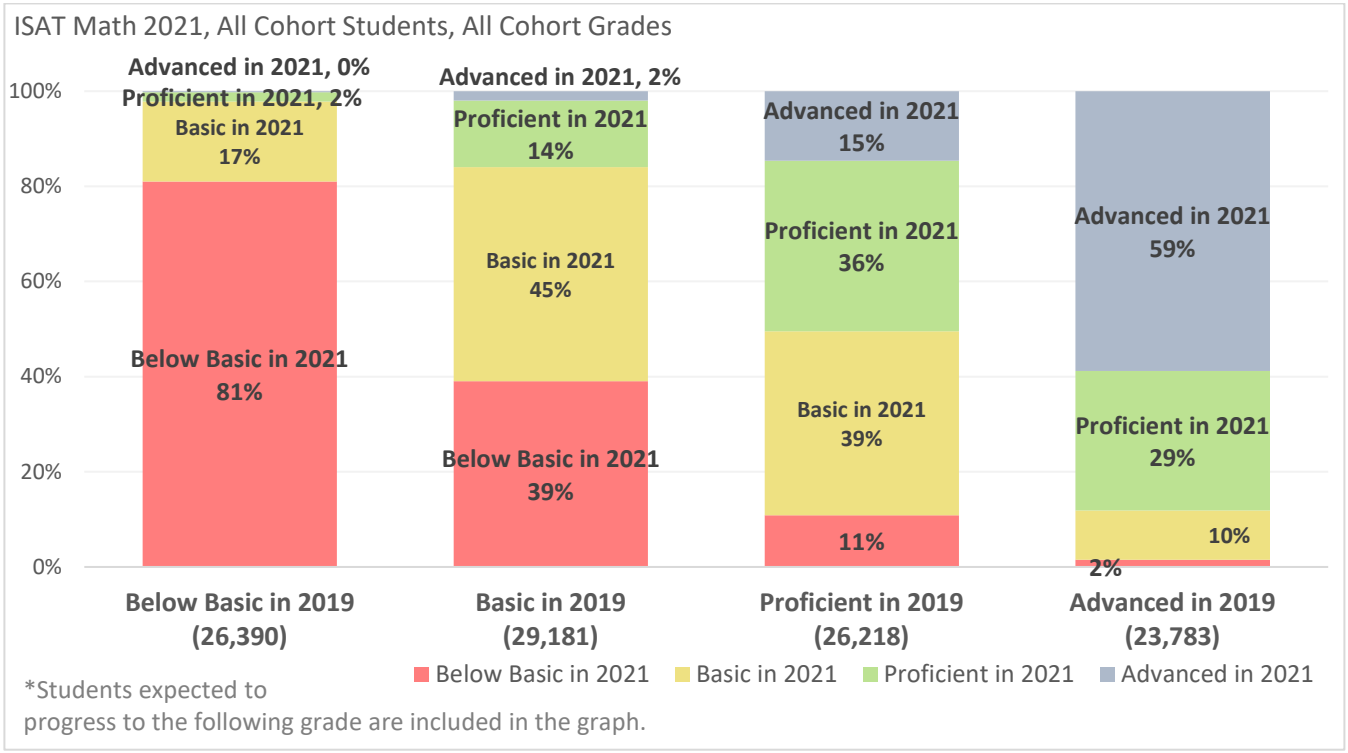
This method explains why the weighted-average cut scores differ somewhat per year. They reflect the differing numbers of students per grade taking the assessment.

ISAT Math – How Much Did Idaho Students Move Across Proficiency Levels?

Figure 22 shows the change versus stability of students' ISAT Math proficiency levels across two measurement times, 2019 versus 2021, and parallels the ELA analyses on pages 23-24. Each vertical, stacked bar includes all the students in the cohort who started at a specific ISAT Math proficiency level in 2019: the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar show where a student was 2021, e.g., 81% who started Below Basic in 2019 were still there in 2021 (red section, first bar). The graph shows:

- The plurality of students did **not move** Math proficiency level from 2019 to 2021; the two most stable groups were Below Basic and Advanced.
- The greatest movement was downward from Basic to Below Basic and from Proficient to Basic, both 39% across the two years.
- These findings show the same, marked contrast to ELA seen in other analyses: downward, instead of upward movement, and far greater stability at the bottom (81% v. 60%).

Figure 22: ISAT Math Proficiency Level in 2021 Shown Per 2019 Starting Level



Method Note. This analysis included just 109,625 students, which was 69% of the 158,000 students who tested in 2021, for two reasons.

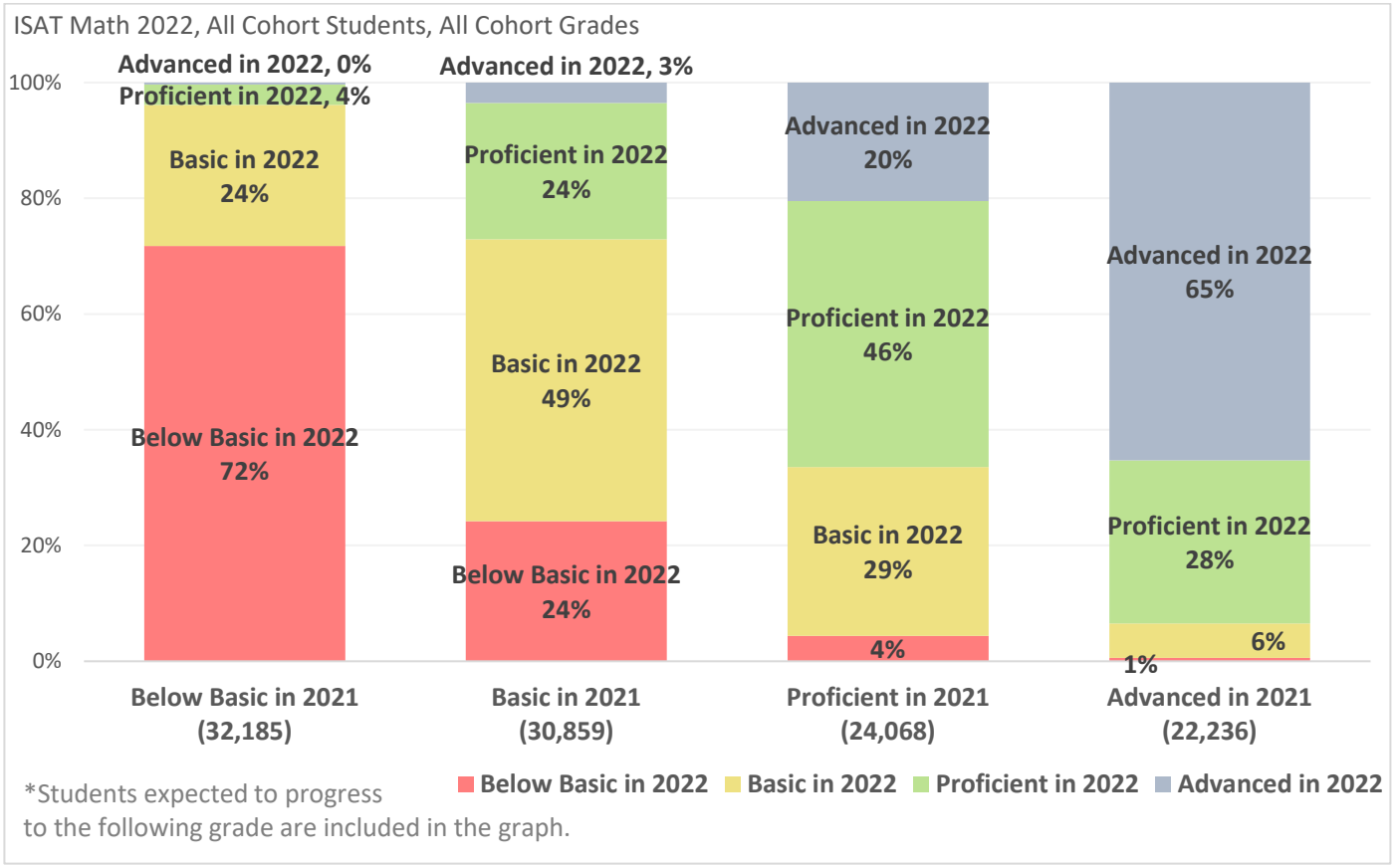
It excluded three grades from analyses, amounting to more than 45,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2019 that was one grade below those included in 2021. In other words, it included only grades 3-7 in 2021, which rolled into grades 4-8 in 2022.

Matching across time also loses students who move from the state or leave public schools.

Figure 23 shows the progression from 2021 to 2022 ISAT Math scores, paralleling Figure 22's depiction. Overall, the stacked bars show that:

- Great similarity to the findings of 2019 to 2021.
- The plurality of students did **not move** ELA proficiency level from 2021 to 2022, with the two most stable groups being at the extremes - Below Basic and Advanced.
- The greatest movement was into Proficient in 2022, either downward from Advanced in 2019 (31%) or upward from Basic (33%).
- The most notable difference from last year were (a) the smaller proportion remaining in Below Basic (72% this year v 81% last year) and (b) the greater proportion remaining in Advanced (65% v. 59%). The decreased stability in Below Basic is quite positive, because stability would be favored, given the shorter time frame this year.

Figure 23: ISAT Math Proficiency Level in 2022 Shown Per 2021 Starting Level



Method Note. This analysis included just 105,459 students, which was 67% of the 158,444 students who tested in 2019, for two reasons.

It excluded three grades from analyses, amounting to more than 45,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2021 that was one grade below those included in 2022. In other words, it included only grades 3-7 in 2021, which rolled into grades 4-8 in 2022.

Matching across time also loses students who move from the state or leave public schools.

Longitudinal Review of Three Grade Cohorts' ISAT Math Performance Claims

This analysis reviewed the Math and ELA performance of three cohorts of students who were in either the 7th, the 8th, or the 10th grade in SY 2021-22. It examined their mean scale scores progressing from school year 2015 through 2022. For both 7th- and 8th-grade cohorts, the graph starts in their 3rd grade because that is the first grade the ISAT is administered. It progresses to their cohort grade in 2022. For the 10th-grade cohort, it starts in their 3rd grade in 2014-15.

Included in each analysis were all students with a score in all grades in the cohort, and only students who progressed to the expected next grade. The Idaho cohort analyses and graphs for 2021-22 were generated following the same process as for the Math cohort analysis in 2020-21. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing in 2014-15. Any students who took two summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student individual ID.

The different cohorts for Math and ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1. Shaded areas indicate that no testing was performed in 2020 because of COVID-19 closures and absences, and no testing in Grade 9 was required because the analysis is based on testing done for accountability purposes. For the years in question, Idaho high school accountability testing was performed in Grade 10 and participation rates for Grade 9 testing were much lower than for accountability grades.

Table 2: Cohort Test Grades and Years for 2021-22 Analysis

Grade 10 Cohort		Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year	Test Grade	Year
10	2022	8	2022	7	2022
9	2021	7	2021	6	2021
8	2020	6	2020	5	2020
7	2019	5	2019	4	2019
6	2018	4	2018	3	2018
5	2017	3	2017		
4	2016				
3	2015				

Note: No testing in 2020, and Grade 9 testing was not required for accountability purposes.

The same analysis was performed for each of the six cohorts (three Math and three ELA cohorts):

1. Calculate the mean overall and mean claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.
3. Plot the average overall and claim scores, along with the proficiency cut scores, across years.

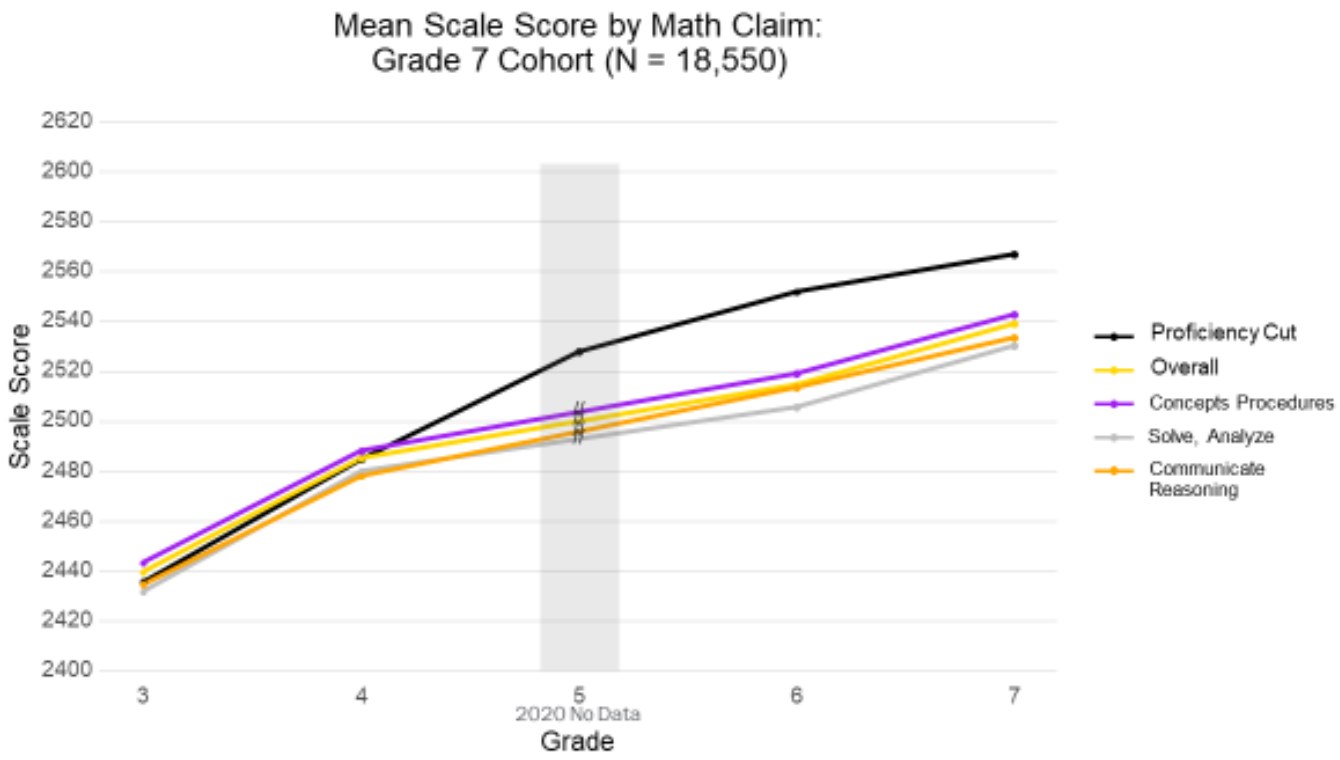
The following graphs show both composite scores and their constituent claims scores. Claim scores evaluate achievement on each of the three skills that comprise Math proficiency – Concepts, Procedures; Solve Problems, Analyzing; and Reason and Communicate. The claim scores are combined into the Overall composite.

The cohort graphs on the following pages show the composite score in yellow; the Proficiency Cut Score in **black**, and the claims in other colors. The Cut score is the level a student is considered proficient within the grade. A double slash (\\) symbol and a gray vertical bar appears over years with missing data to indicate the lack of data for that year.

The pattern for all three cohorts is very similar:

- Students' means started in grade 3 at or above proficiency in the Concepts claim and the Overall composite.
- By grade 4, students' progress on all claims and the composite flattened and diverged dramatically below the Proficiency Cut, which continued to rise.
- In this youngest cohort, students narrowed their achievement gap from the Proficiency Cut on all claim scores in the final year – 7th grade. This narrowing did not occur for other cohorts or grades.

Figure 24: ISAT MATH Scale Scores, Grade-7 Cohort by Claim, SYs 2018-2022



The pattern for the 8th-grade cohort, seen in Figure 25, resembles the younger cohort, though the gap from proficiency continues to grow larger after the COVID gap and into 8th grade

- Students' means started in grade 3 at or near proficiency in the Concepts claim and the Overall composite.
- By grade 5, students' scores lagged below the Proficiency Cut, and fell steadily behind through the final year.

Figure 25: ISAT MATH Scale Scores, Grade-8 Cohort by Claim, SYs 2017-2022

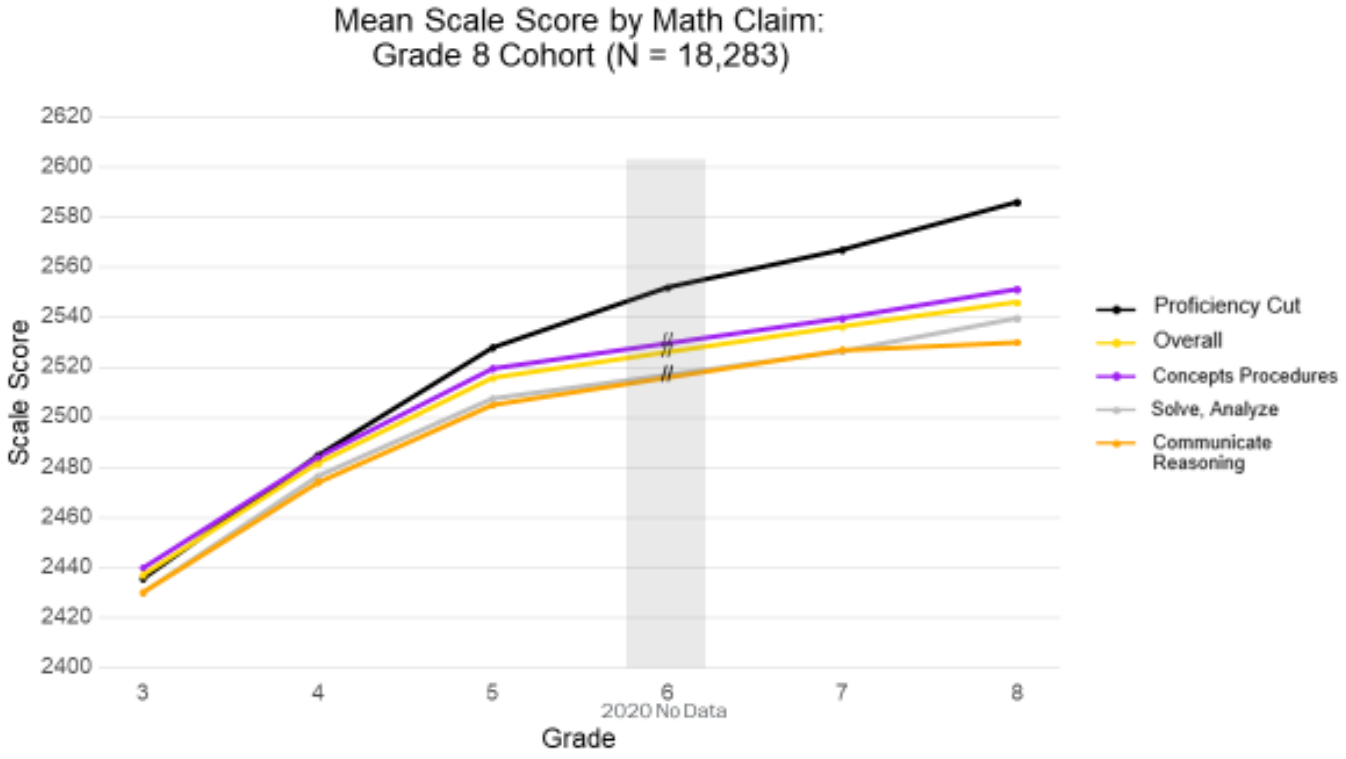
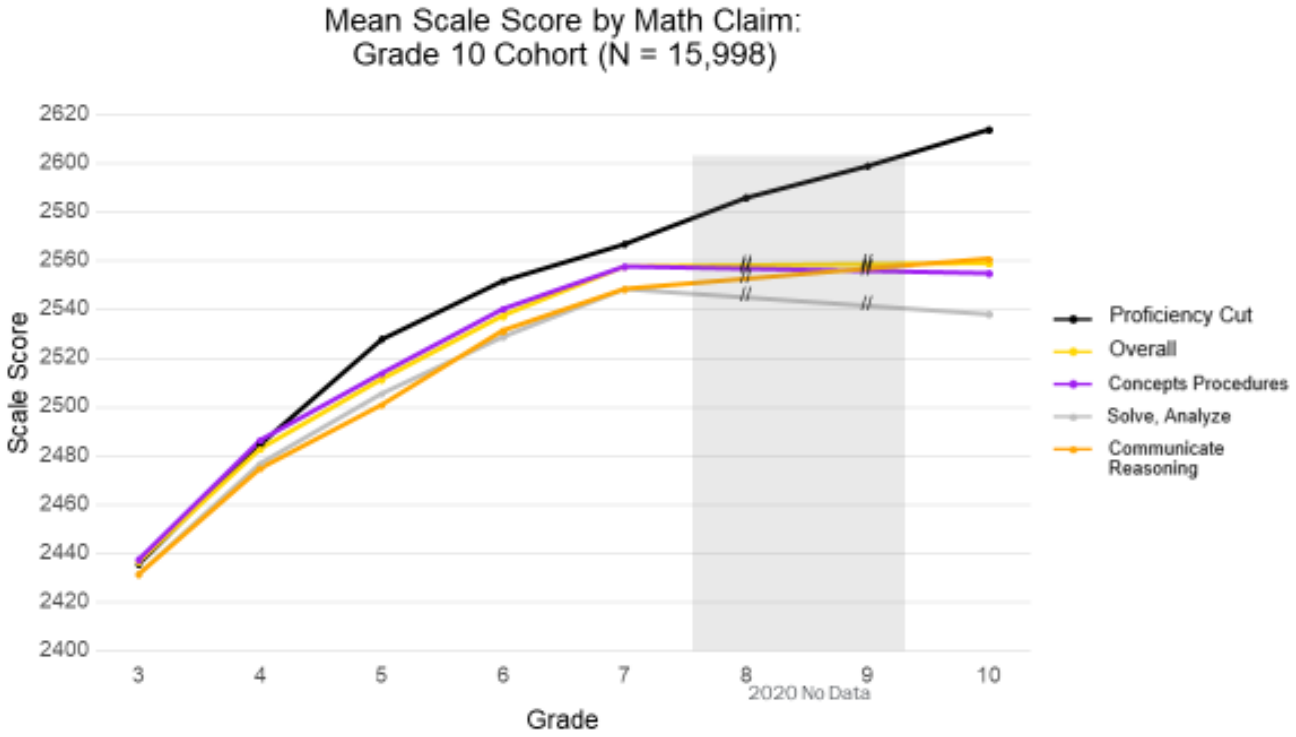


Figure 26, depicting the 10th-grade cohort, reveals a similar, though more worrying trend.

- Only in the 10th-grade cohort did the average on any of the claims or the Overall composite decline in one grade compared to the prior grade measured. In this case that measure was three years prior, from pre- to post-COVID.
- Both Concepts and Solve-Analyze claims declined from 7th grade to 10th grade (2019 to 2022).
- Only the Communicate, Reasoning claim mean rose in that same time period.
- These findings mirror those found in last year's longitudinal, cohort analyses.

Figure 26: ISAT MATH Scale Scores, Grade-10 Cohort by Claim, SYs 2015-2022



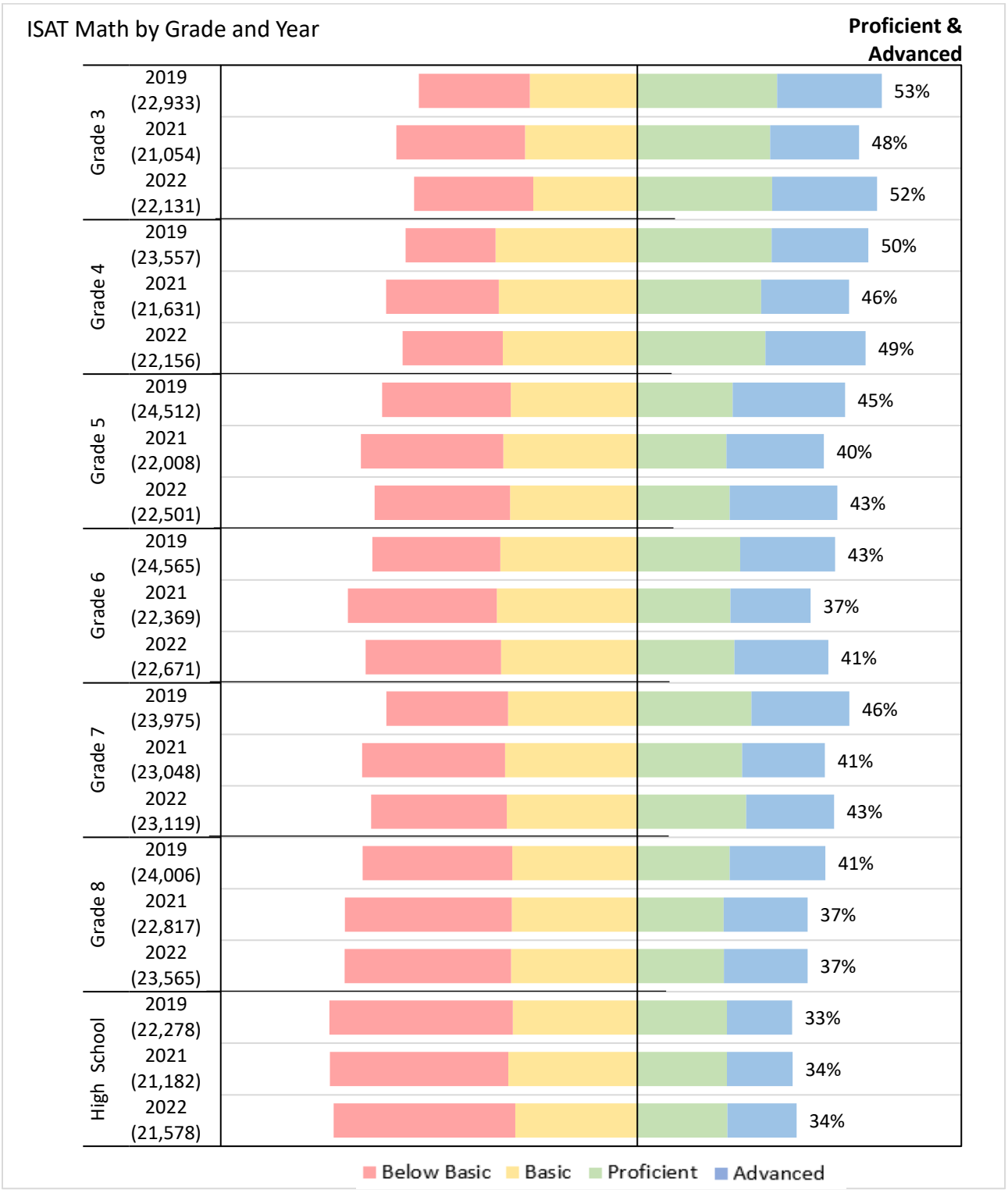
ISAT Math Performance by Grades 3-8, 10

Figure 27, next page, shows the proportional size of each ISAT Math proficiency level; the numbers to the right of each stacked bar are the total proportions of students who scored proficient (either Proficient or Advanced). Findings show a consistent trend of decreasing proficiency in higher grades, but encouraging signs that student performance is recovering since the 2021, COVID-related decline.

Findings show:

- The total proportion proficient in 2022 per grade grew to within two percentage points of the pre-COVID, 2019 levels, with two exceptions: one good, one not good.
    - 7th-grade proficiency grew by 2 points since 2021, but remained 3 points lower than in 2019.
    - 8th-grade proficiency in both 2021 and 2022 remained four percentage points lower than in 2019.
- The 2022 proportion proficient decreased from a high of 52% in 3rd grade to 34% in high school, a trend also seen in in the prior three years of testing, and mirrored in the longitudinal analyses (Figure 24 through Figure 26 above).
- The decline in proportion proficient from Grade 3 through 10 was consistent per grade step, except for Grade 7, which in all three years was at least 2 percentage points higher than Grade 6, raising it to, or above, the Grade-5 proportion.

Figure 27: ISAT Math Proficiency by Grade in 2019, 2021, and 2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT Math Performance by Race/Ethnicity – All Grades

As seen in Table 3 below, all race-ethnic groups have increased in proficiency since 2021, and gaps have remained stable or decreased, with one exception.

- Hawaiian, Pacific Islanders' proportion proficient declined by an additional percentage point since 2021 to 32%.
- By contrast their non-Hawaiian counterparts improved by three points, widening the gap from seven to nine percentage points.
- A change in the number or proportion is unlikely the reason. Hawaiians, Pacific Islanders' proportion of the total student population has remained steady at 3% since 2017. It increased from 446 to 481 since 2017, keeping pace with the growth in overall student enrollment.

Table 3: ISAT Math by Race-Ethnicity, 2017 through 2022

Category	Group	2017		2018		2019		2020	2021		2022	
		Proficient	Percentage-point Difference	Prof.	Diff.	Prof.	Diff.		Prof.	Diff.	Prof.	Diff.
All Students	All Students	**43%**	-	**45%**	-	**45%**	-	-	**40%**	-	**43%**	-
American Indian, Alaskan Native	American Indian	**21%**		**21%**		**22%**			**18%**		**20%**	
	Not American Indian	43%	22	45%	24	45%	23		40%	22	43%	23
Hispanic, Latin	Hispanic	**23%**		**25%**		**26%**			**21%**		**24%**	
	Not Hispanic	47%	23	49%	24	49%	24		45%	23	47%	23
Black	Black	**20%**		**20%**		**20%**			**17%**		**20%**	
	Not Black	43%	23	45%	25	45%	26		41%	24	43%	23
White	Not White	**27%**		**29%**		**30%**			**25%**		**28%**	
	White	48%	21	50%	21	50%	21		45%	20	48%	20
Hawaiian Pacific Islander	Hawaiian	**37%**		**39%**		**38%**			**33%**		**32%**	
	Not Hawaiian	43%	6	45%	5	45%	7		40%	7	43%	10
Two or More Races	Two or More Races	**43%**		**45%**		**46%**			**41%**		**45%**	
	Not Multiracial	43%	0	45%	-1	45%	-1		40%	0	43%	-2
Asian	Asian	**59%**		**58%**		**60%**			**57%**		**59%**	
	Not Asian	42%	-16	44%	-14	45%	-15		40%	-17	43%	-17

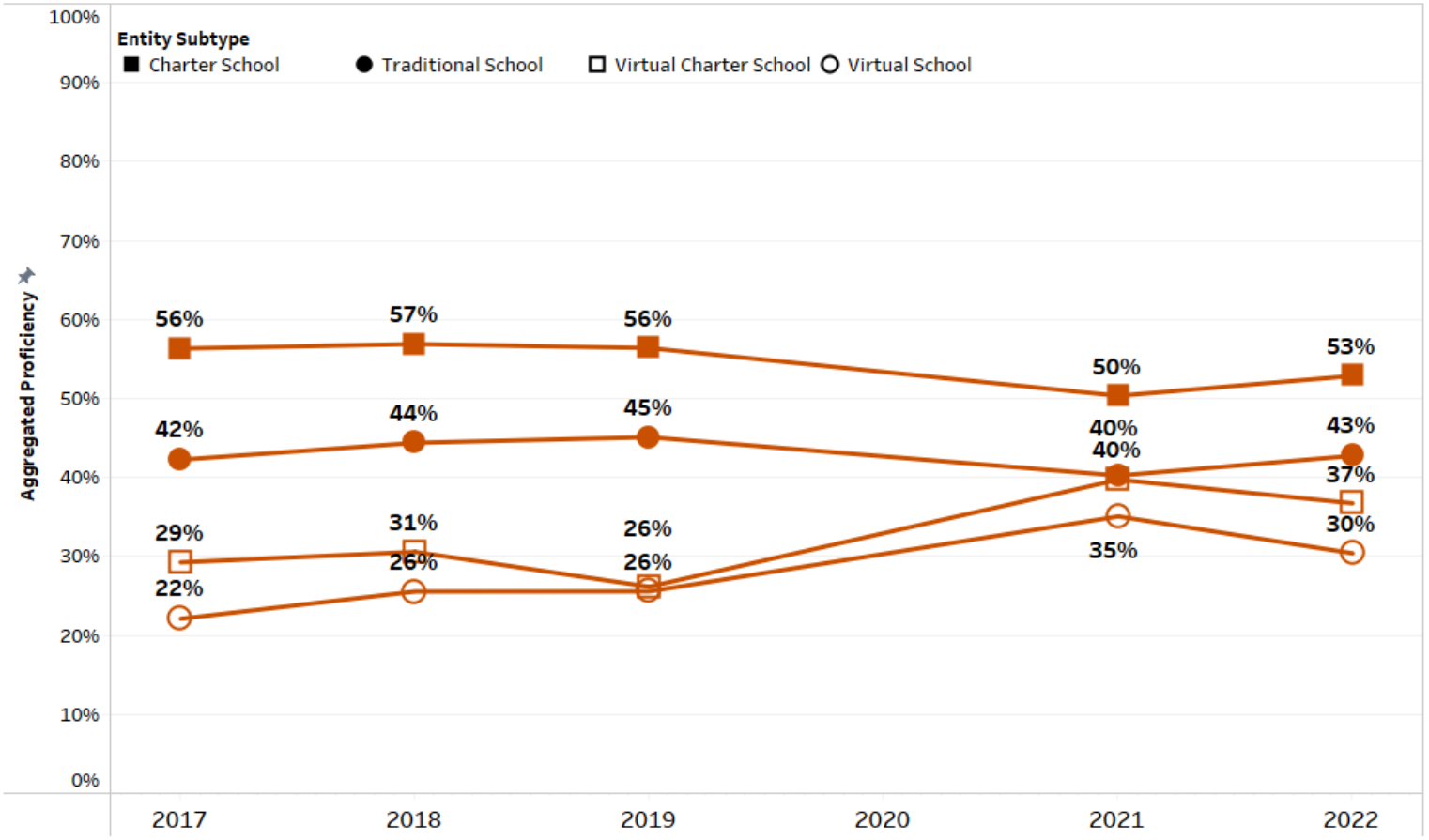
As seen in Table 4 below, all student groups and their complement-groups increased in proficiency since 2021, and gaps have remained stable or decreased in that time, with two exceptions.

- Economically disadvantaged students remained at 28% proficient since 2021, their lowest since 2017. But their difference from other students was the lowest in five years – 20 percentage points. The decreasing gap may reflect how students are assigned to these groups. Since 2017 the number of students identified as economically disadvantaged decreased 40% from 78,000 to 47,000, representing a decline from 51% to 20% of enrolled students (no school-lunch-program data were collected). Over the same time, enrollment increased by 3%.
- Although students in foster care increased in proportion proficient since 2021, their gap versus those not in care rose by two points to 26 points - the same gap recorded for two of the past three years. The proportion of proficient among those not in foster care rebounded more since last year than for those in care. The number of students reported being in foster care declined 54% since 2017 from 514 (3.3% of all students) to 239 (1.5%), even though the total number of children placed in foster homes increased in the same period.

Table 4: ISAT Math by Student Groups in 2017 through 2022

Category	Group	2017		2018		2019		2020	2021		2022	
		Proficient	Pct.-point Difference	Prof.	Dif.	Prof.	Dif.		Prof.	Dif.	Prof.	Dif.
All Students	All Students	**43%**	-	**45%**	-	**45%**	-	-	**40%**	-	**43%**	-
English Learners	English Learners	**12%**		**12%**		**16%**			**15%**		**17%**	
	Not English Learner	44%	33	46%	34	47%	31		43%	28	45%	28
Homeless	Homeless	**21%**		**23%**		**25%**			**18%**		**21%**	
	Not Homeless	43%	22	45%	22	45%	21		41%	22	43%	22
In Foster Care	In Foster Care			**19%**		**20%**			**16%**		**17%**	
	Not in Foster Care			45%	26	45%	26		40%	24	43%	26
Migrant	Migrant	**16%**		**19%**		**19%**			**15%**		**17%**	
	Not Migrant	43%	27	45%	26	45%	26		41%	26	43%	26
Military Connected	Military Connected			**45%**		**41%**			**38%**		**44%**	
	Not Military Connected			45%	-1	45%	4		40%	3	43%	-1
Economic Disadvantage	Disadvantaged	**31%**		**32%**		**33%**			**28%**		**28%**	
	Not Disadvantaged	55%	24	56%	24	55%	23		47%	20	49%	20
Students with Disabilities	With Disabilities	**13%**		**14%**		**13%**			**10%**		**13%**	
	Without Disabilities	46%	33	48%	34	49%	36		44%	34	47%	34

Figure 28: MATH Proficiency for Locale Designations and School Types



	2017	2018	2019	2020	2021	2022
Charter School	8,344	8,620	9,715		10,868	11,306
Traditional School	134,408	136,026	137,923		125,743	132,354
Virtual Charter School	544	618	614		544	1,229
Virtual School	99	351	967		5,875	4,939

Proficiency-proportion gaps among school types narrowed by 20 percentage points in 2021, but began to diverge in 2022. Proficiency rates at Charter and Traditional schools rose since 2021 by three points; whereas proportions in both Charter and Traditional Virtual schools dropped by as much.

HIGH SCHOOL GRADUATION RATES, AND GO-ON RATES

Idaho students' rates of graduation and going on to post-secondary education appear here.

Graduation Rate

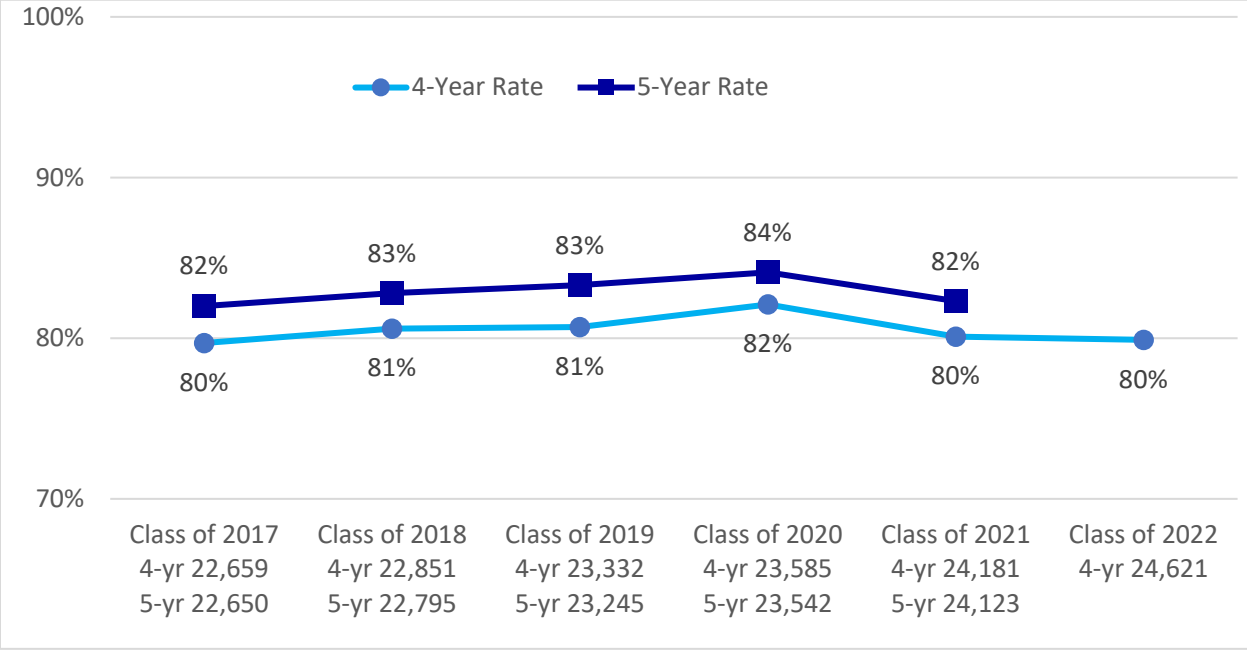
We report graduation rate in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years of entering 9th grade (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete their high school requirements. Both include students who were enrolled in an Idaho school from their 9th grade onward, and any who moved into Idaho at some time during their high school years. The two counts appearing below each point on the graph are the 4- and 5-year cohort counts. The two may differ if students moved into or out of Idaho's public-school system in their fifth year.

Cohort Graduation Rate: Classes of 2017–2022

In 2022, 80% of Idaho's high school students graduated in four years. As seen in Figure 29:

- The 4-year cohort size has increased steadily, showing an 9% gain since 2017.
- The 5-year rate averages 2 percentage points higher than the 4-year rate.
- Both the 4-year and 5-year graduation rates are at the 2017 level following the 2020-COVID uptick, which may have resulted from relaxed completion standards.

Figure 29: 4-year and 5-year Graduation Rates per Cohort

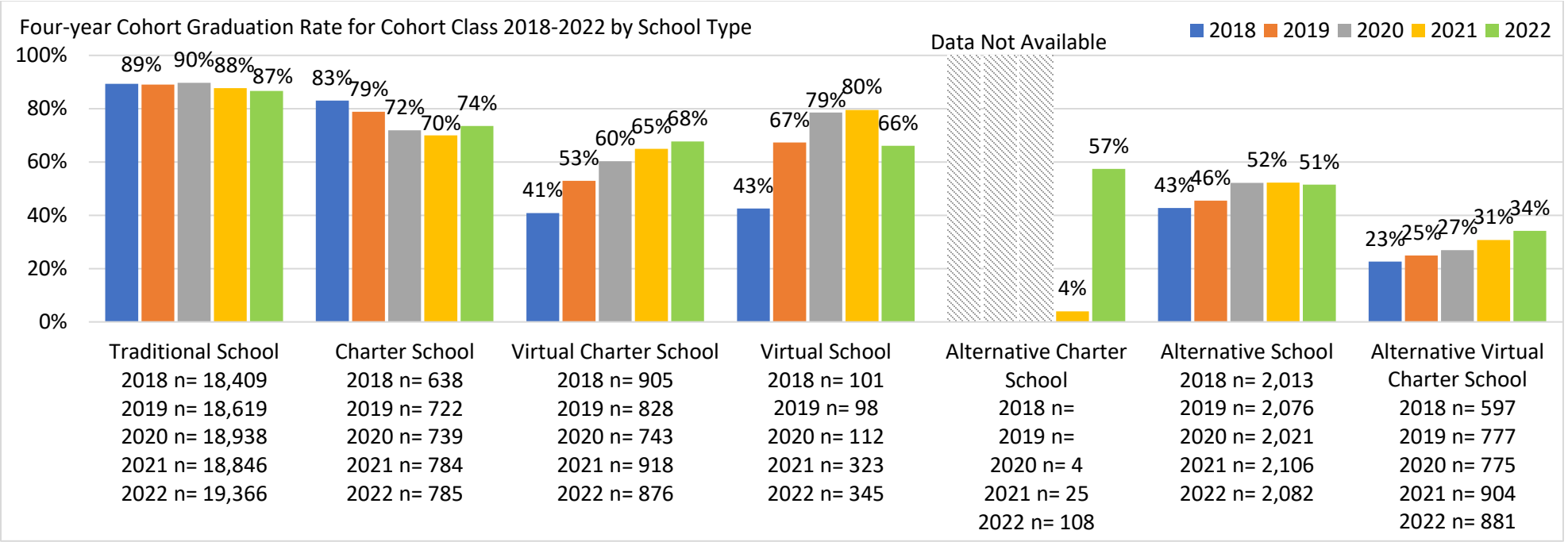


4-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 30:

- Compared to other school types, traditional schools achieved the highest 4-year graduation rates, by at least six percentage points in a given year, since 2018, ranging from 87% in 2022 to 90% in 2020.
- Charter schools' rate rose four points in 2022 to 74% since 2021, reversing their three-year decline since 2018.
- By contrast, virtual schools' rates dropped 14 points in 2022 to 66%, reversing their precipitous rise in rates since 2018.
- Virtual charter schools and alternative virtual charters had steady rises in graduation rates since through 2022 to 68% and 34%, respectively.
- Alternative schools have held relatively steady at 51%-52% since 2020.

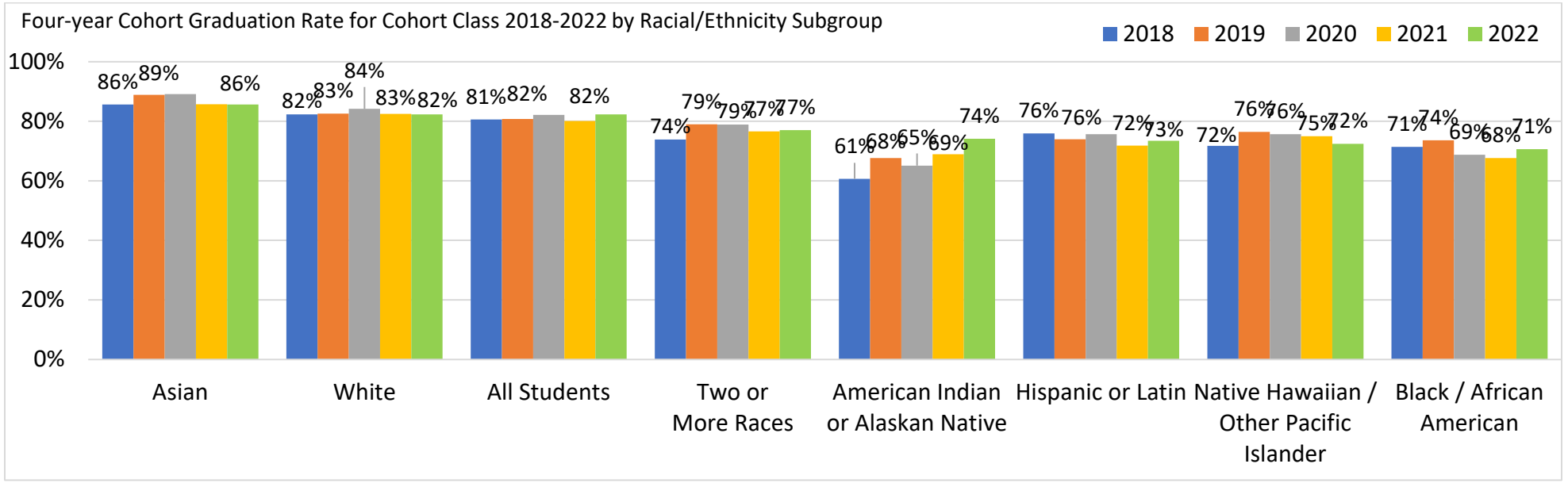
Figure 30: 4-Year Graduation Rate per School Type



As seen in Figure 31, four-year graduation rates held relatively stable within race-ethnicity groups across the past five years, with the greatest variability among Blacks and American Indians.

- Rates were highest among Asians and whites; lowest among Native Hawaiians and African Americans; and relatively stable for most groups, with three exceptions.
- American Indians' rate rose more in the past five years than any other group (13 percentage points), though they were also the most variable across the years, in part because of their relatively small group size compared to most other subgroups.
- Rates of students reporting two or more races increased by three percentage points since 2018.
- Hispanics' rate rose one point since last year, but has declined by three points since 2018.

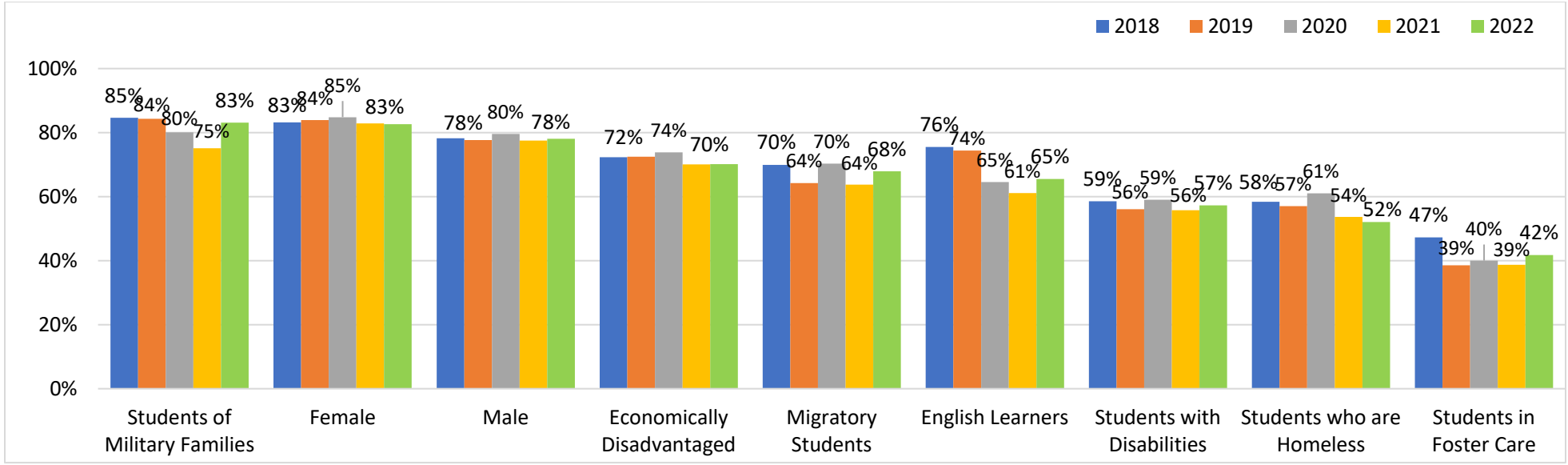
Figure 31: 4-Year Graduation Rates per Cohort by Race/Ethnicity



As seen in Figure 31:

- In general, students in military families and females graduated at the highest rates; whereas students with disabilities, and students who were homeless or were in foster care had the lowest graduation rates.
- English learners dropped 11 points since 2018, but the same as in 2020. The criteria for identifying English Learners changed in 2020, making it the appropriate baseline comparison year.
- The lower-performing groups also showed greater cohort-to-cohort variability, partly because of their smaller group sizes.

Figure 32: 4-Year Graduation Rates per Cohort by Student Groups



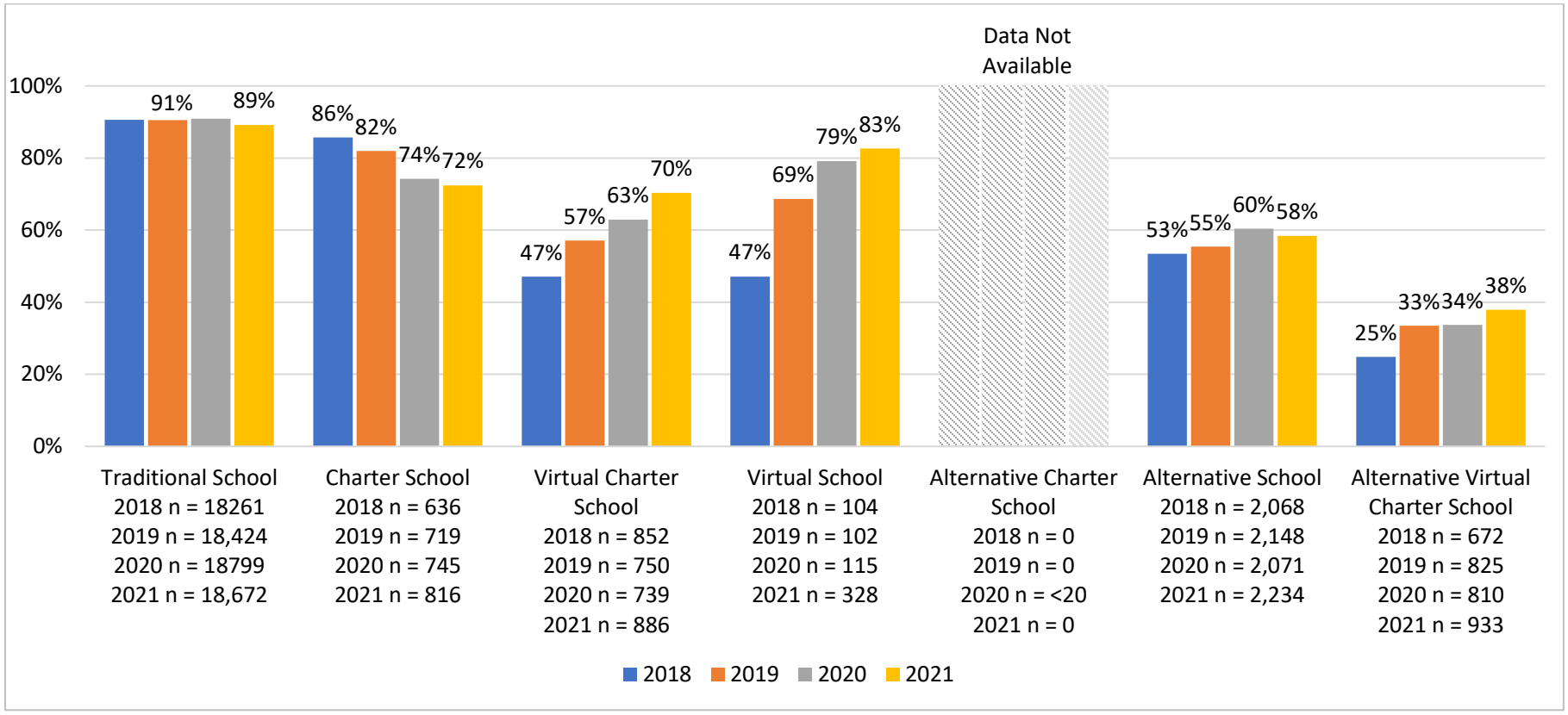
*The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

5-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 33, the pattern for 5-year graduation rates since 2018 is similar to that for the 4-year rates:

- Rates were considerably higher in traditional schools than in other school types, holding steady at 91% through the 2020 cohort, and dropping to 89% in the 2021 cohort.
- Charter schools' decline in the 5-year graduation rate continued to a low of 72% for the 2021 cohort.
- Virtual schools, virtual charter schools, and alternative virtual charters continued their rise in rates through the 2021 cohort.
- Alternative schools' rate declined by 2 points to 58% since the prior cohort.

Figure 33: 5-Year Graduation Rate per School Type

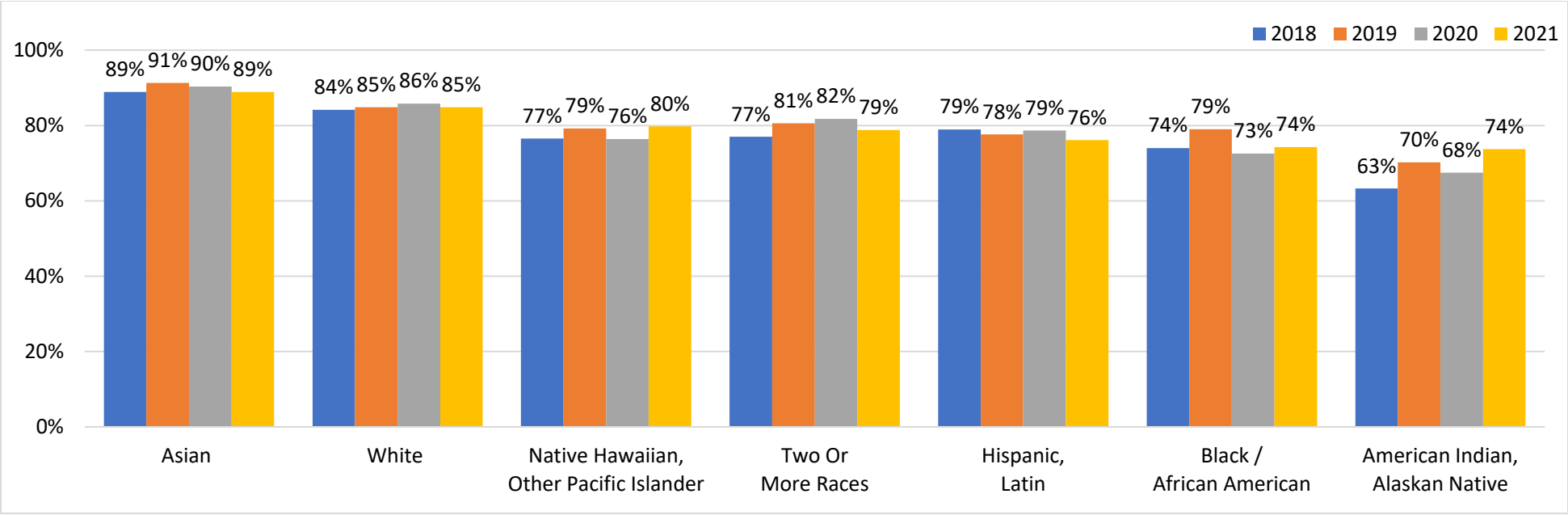


As seen in Figure 34:

Figure 34 shows that 5-year graduation rates have held relatively stable within race-ethnicity groups across the past four years, with the greatest variability among Blacks and American Indians.

- In general, Asians and whites had the highest graduation rates; whereas Blacks and American Indians had the lowest; these lower-performing groups also showed greater cohort-to-cohort variability.
- Native Hawaiians, African Americans, and American Indians rose 1-6 points in 5-year rates for the 2021 cohort versus the 2020 cohort.
- In most groups, the 2018 cohort had the lowest 5-year graduation rates; the 2019 cohort was among the top performers across four years.

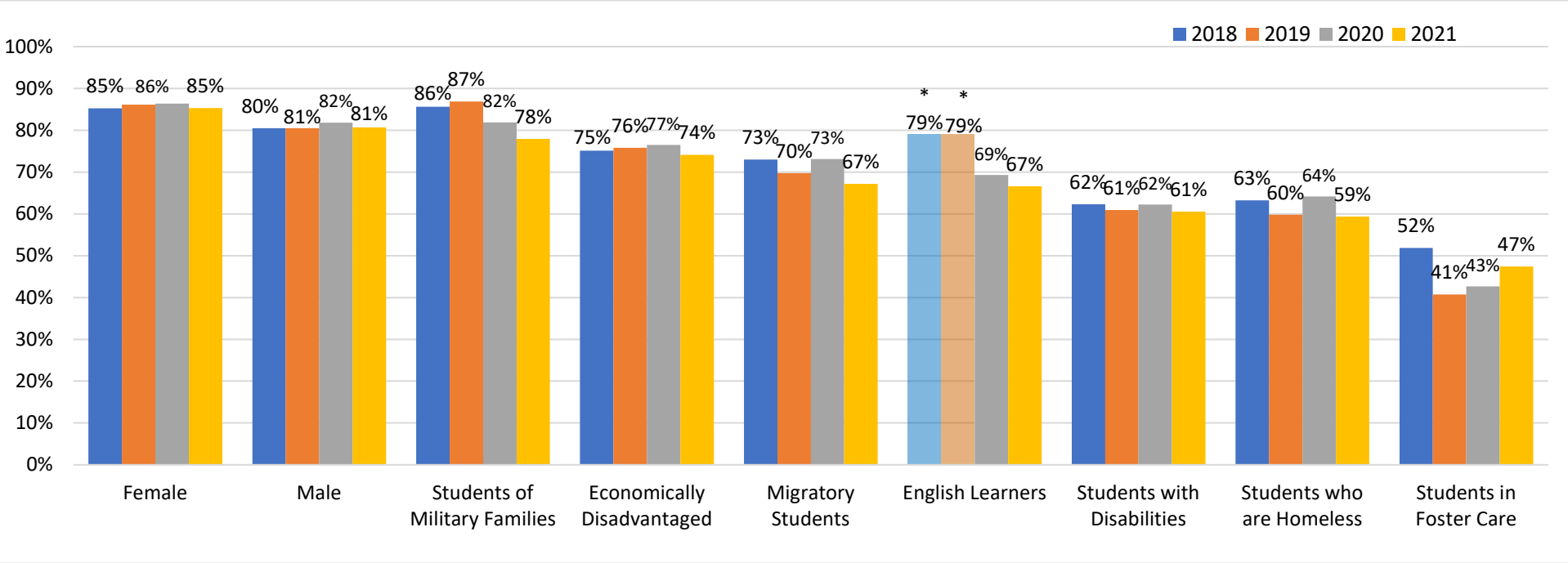
Figure 34: 5-Year Graduation Rates per Cohort by Race/Ethnicity



As seen in Figure 35, 5-year graduation rates have held relatively stable within student groups across the past four years, with the greatest variability among students in foster care and those who are migrants.

- In general, females, males, and students in military families graduated at higher rates; whereas students who were homeless or were in foster care had the lowest graduation rates.
- These lowest-performing groups also showed the greatest cohort-to-cohort variability.

Figure 35: 5-Year Graduation Rates per Cohort by Student Groups



**The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.*

GO-ON RATES

Students' rates of continuing to post-secondary training strongly affect a state's economy and its citizens' lifetime earnings. Idaho's go-on rates reflect the percentage of high school graduates who pursue post-secondary education within one, three, or five years of graduation. Go-on status is counted based on the student's graduation year (not on the graduation cohort, which drives the calculation of graduation rates). The denominators used to calculate go-on rates include all students who graduated in the spring or summer of the academic year. For instance, the 1-year go-on rate for 2017-18 is the proportion of all students graduating in spring or summer 2018 (at the end of the 2017-18 academic year) who pursued higher education within one year of graduating. The 3-year go-on rates maintain the same graduating class, but consider the percentage that enrolled in post-secondary education within three years of graduating, and likewise for the 5-year go-on rate.

Idaho's Office of the State Board of Education (OSBE) provided the go-on data, which it now terms "college-going" data. Counted in these data are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, a degree, or is just taking courses. Also counted are training or job-preparation programs, such as cosmetology and barber training, massage, and other trades training that appear in the available data sources.

The two data sources OSBE consults are (1) the eight Idaho public, post-secondary institutions; and (2) the National Student Clearinghouse (NSC)[7], which receives data from institutions nationwide that accept federal financial aid. Some known post-secondary programs and program types are not included in these reported rates because they do not appear in either source, e.g., Career Technical Education badges, Northwest Lineman, U.S. military, apprenticeship programs except those linked to the reported institutions, and some small training programs, e.g., for cosmetology, massage, barber.[8]

[7] National Student Clearinghouse: https://www.studentclearinghouse.org/

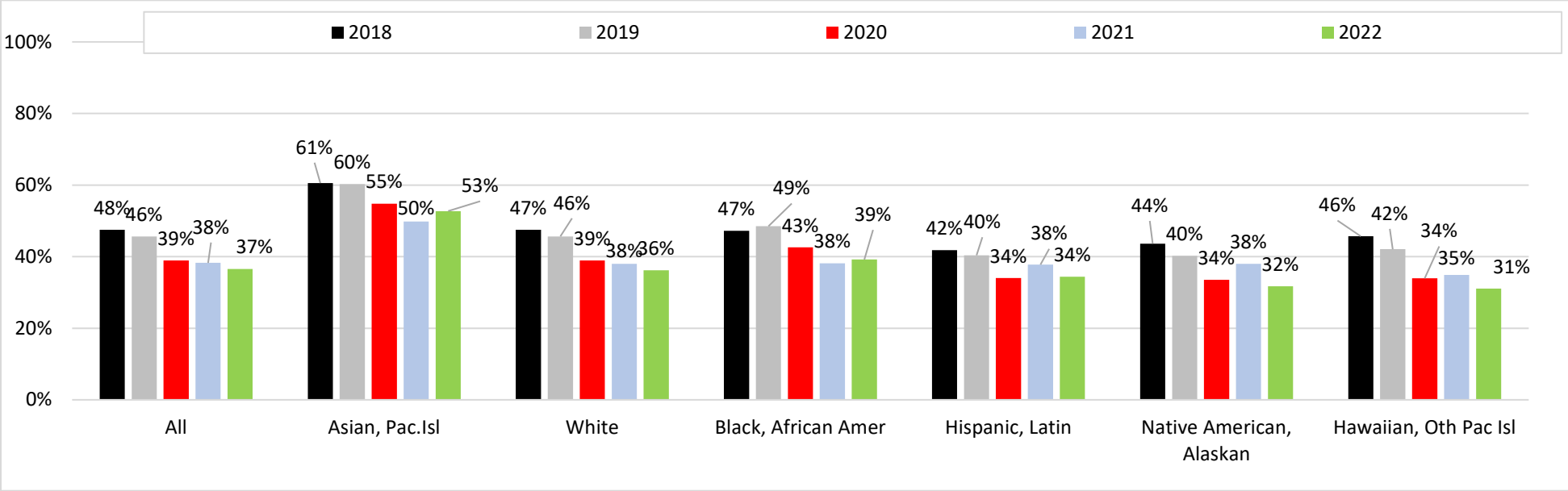
[8] Included in the rate calculation are students attending all Idaho pubic, post-secondary institutions, and all students attending any institutions listed in the National Student Clearinghouse (NSC). These Idaho schools appeared in the NSC counts last year: Apollo College, Boise State University, Brigham Young University – Idaho, Broadview University, College America - Stevens Henager, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, Idaho State University, ITT Technical Institute – Boise, Lewis-Clark State College, North Idaho College, Northwest Nazarene University, Stevens-Henager College, Stevens-Henager College Nampa, The College of Idaho, University of Idaho. In addition, in a typical year, Idaho graduates attend post-secondary institutions in about every state in the USA. The full list is available from OSBE-Research on request.

1-Year Go-On Rates

As seen in Figure 36, 1-year go-on rates have declined steadily to 37% overall from 48% in 2018.

- This declining go-on trend was true for all except two groups: rates among Asians and Blacks increased 4 and 1 percentage points, respectively since last year.
- By contrast, rates dropped by 4-6 points since last year among Hispanics, Native Americans, and Native Hawaiians. Note that the numbers of graduating Native Hawaiians has remained relatively small, never exceeding 190 statewide.

Figure 36: 1-Year Go-On Rates by Race and Ethnicity

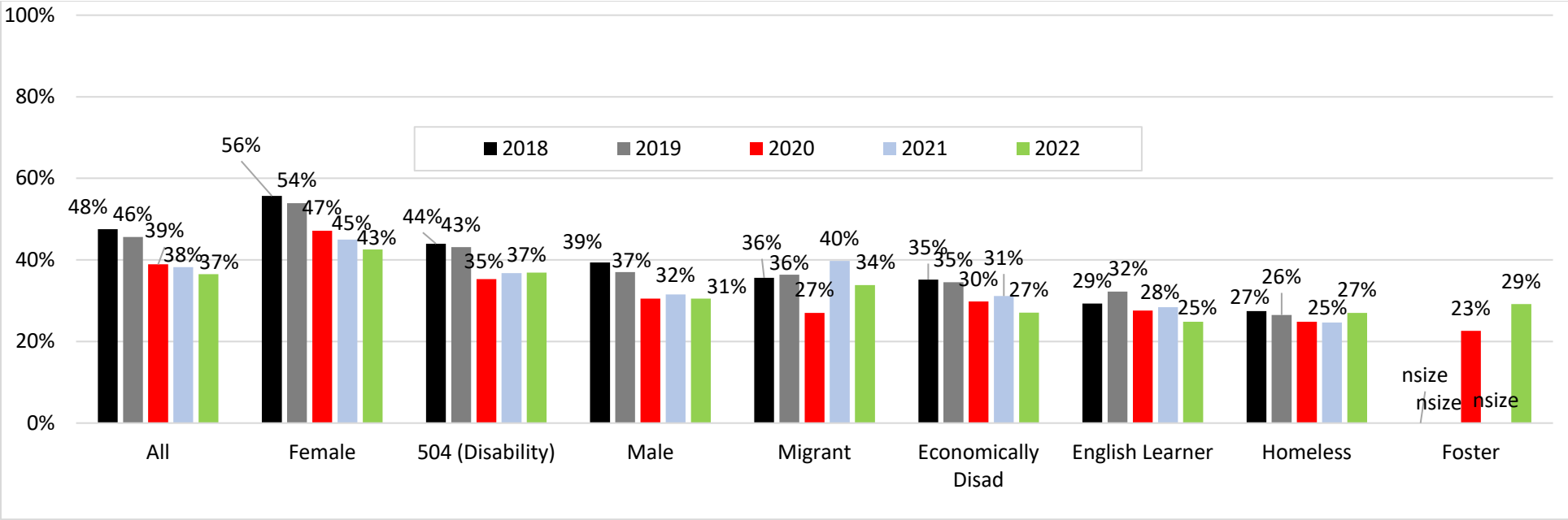


COHORT Class	Ns: All Students	Asian	White	Black	Hispanic	Native American	Hawaiian
2018	18,781	459	17,024	339	3,073	559	151
2019	19,449	468	17,561	402	3,187	684	164
2020	20,300	500	18,417	418	3,442	722	165
2021	19,773	512	18,041	383	3,195	755	172
2022	20,176	548	18,474	444	3,463	769	190

Figure 37 shows a similar pattern for student groups, though the gaps from lowest- to highest-matriculating groups tended higher, compared to gaps among race-ethnicity groups

- 1-year go-on rates continued a 5-year decline since 2018, though the 1-point decline since last year is less than in some other years.
- Declines since 2021 were greatest among migrants, English learners, and economically disadvantaged students: 3-6 percentage points.
- The numbers of foster and migrant students in the analyses are low, making their annual changes more variable than those of other groups. Findings for groups with five or fewer students in the numerator, or fewer than 20 in the denominator are redacted.

Figure 37: 1-Year Go-On Rates by Student Groups



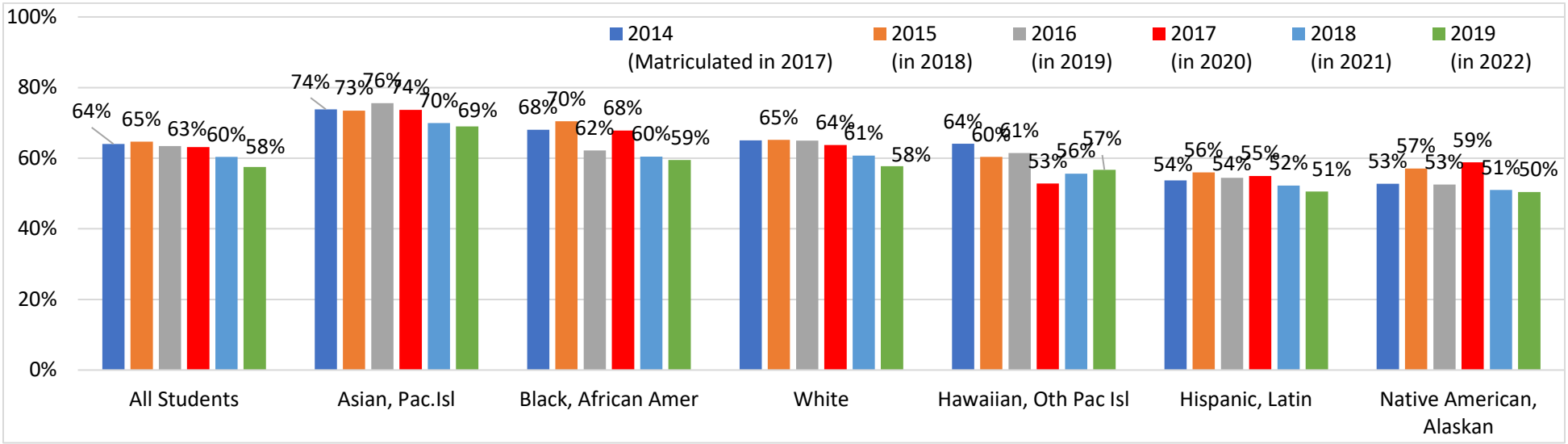
COHORT Class	Ns: All Students	Female	504	Male	Migrant	Economic Disadvantage	English Learner	Homeless	Foster
2018	18,781	9,348	805	9,433	132	6,094	444	455	< 35
2019	19,449	9,899	786	9,550	132	5,875	540	453	< 35
2020	20,300	10,217	1,087	10,083	185	5,585	624	463	< 35
2021	19,773	9,877	1,162	9,896	156	4,067	482	361	< 35
2022	20,176	10,078	1,196	10,098	192	3,383	579	418	< 35

3-Year Go-On Rates

As seen in Figure 38, 3-year go-on rates generally declined in the past five years, with the observed rate per matriculation year dropping by six points since 2018. The disparity between highest- and lowest-matriculating race-ethnicity groups was 21 points in 2017, 19 points in 2022.

- The red bars show matriculation in 2020, which stood out for most groups – it differed more from the following cohort than from the preceding one, except for Hawaiians. For them, 2020 differed greatly from both prior and succeeding cohorts.
- 2022 saw a decline in matriculation among most groups, with 3- to 9-point drops since 2018. Note that the numbers of graduating Native Hawaiians has remained relatively small, never exceeding 164 statewide.

Figure 38: 3-Year Go-On Rates by Race, Ethnicity and Class Cohort

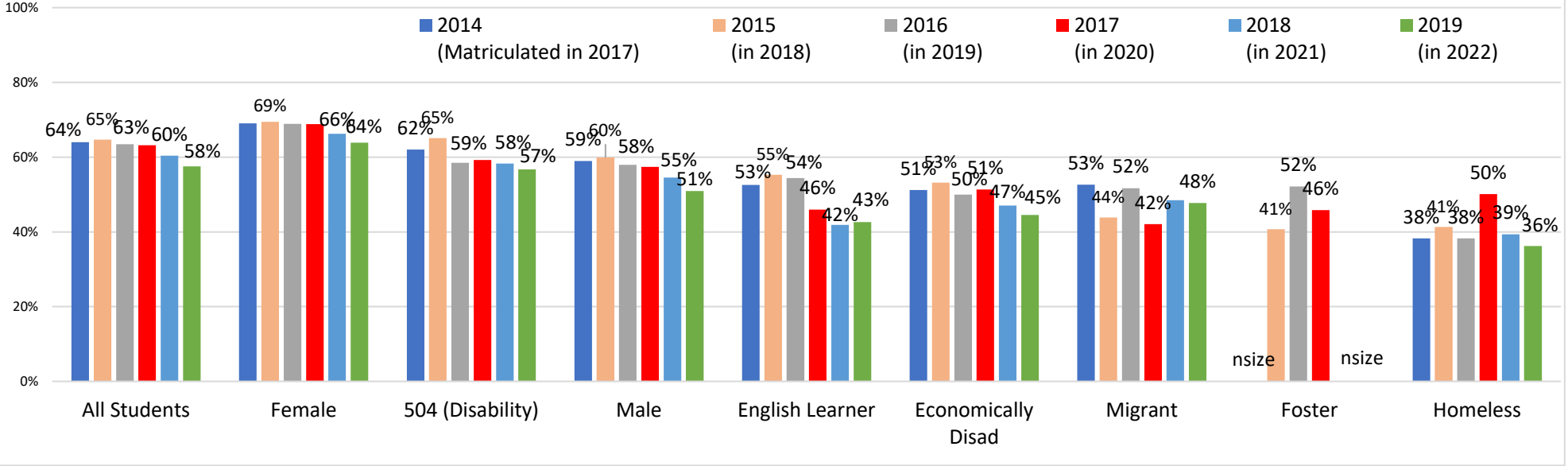


COHORT Class	Ns: All Students	Asian	Black	Hawaiian	White	Hispanic	Native American
2014 (Matriculated in 2017)	17,877	390	313	128	15,918	2,621	544
2015 (in 2018)	17,065	362	264	111	15,435	2,521	536
2016 (in 2019)	17,509	332	315	109	14,168	2,671	257
2017 (in 2020)	17,792	422	311	142	16,104	2,770	597
2018 (in 2021)	18,781	459	339	151	17,024	3,073	559
2019 (in 2022)	19,449	468	402	164	17,561	3,187	684

As seen in Figure 39, several student groups experienced quite low 3-year go-on rates. The disparity between the highest- and lowest-matriculating groups dropped from 31 percentage points in 2017 to 28 points in 2022.

- The red bars show matriculation in 2020, which stood out for most groups – it differed more from the following cohort than from the preceding one, except for the lowest-performing groups – students who were economically disadvantaged, or migrant, or homeless. For them, 2020 differed greatly from both prior and succeeding cohorts.
- This year saw an additional decline in matriculation among most groups of 1-5 points for many. The small numbers of foster students in the analyses reduced the ability to interpret changes.

Figure 39: 3-Year Go-On Rates by Student Groups and Class Cohort



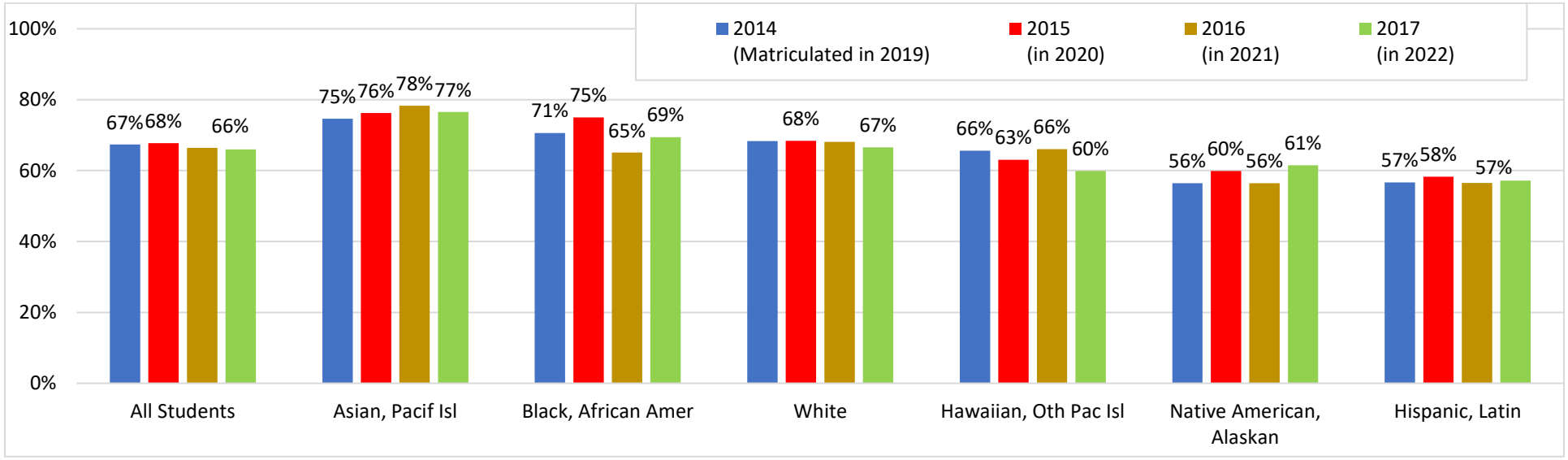
COHORT Class	Ns: All Students	Female	504 (Disability)	Male	English Learner	Economic Disadvantage	Migrant	Foster	Homeless
2014 (Matriculated in 2017)	17,877	8,964	448	8,913	1,106	6,329	95	< 35	277
2015 (in 2018)	17,065	8,506	473	8,559	1,082	5,655	73	< 35	322
2016 (in 2019)	17,509	8,785	588	8,724	1,105	6,051	89	< 35	345
2017 (in 2020)	17,792	8,958	660	8,834	459	6,382	107	< 35	351
2018 (in 2021)	18,781	9,348	805	9,433	444	6,094	132	< 35	455
2019 (in 2022)	19,449	9,899	786	9,550	540	5,875	132	< 35	453

5-Year Go-On Rates

As seen in Figure 36, the increase in go-on rates from the 3- versus 5-year duration was less than for the 1- versus 3-year duration. Yet, consistent with trends for 1-year and 3-year rates, the 5-year matriculation rates have generally declined in the past four years, though by more modest 1-5 percentage points per matriculation year since 2019.

- The disparity between highest- and lowest-matriculating race-ethnicity groups was 19 points in 2019, versus 20 points in 2022.
- By five years after graduation, the large majority of those likely to pursue post-secondary education have done so, and that rate has not varied greatly from cohort to cohort. In other words, the red bars show the 2020 matriculation rate as less different from other years' rates in this 5-year go-on graph than was true for the 3-year and 1-year graphs.

Figure 40: 5-Year Go-On Rates by Race, Ethnicity and Class Cohort

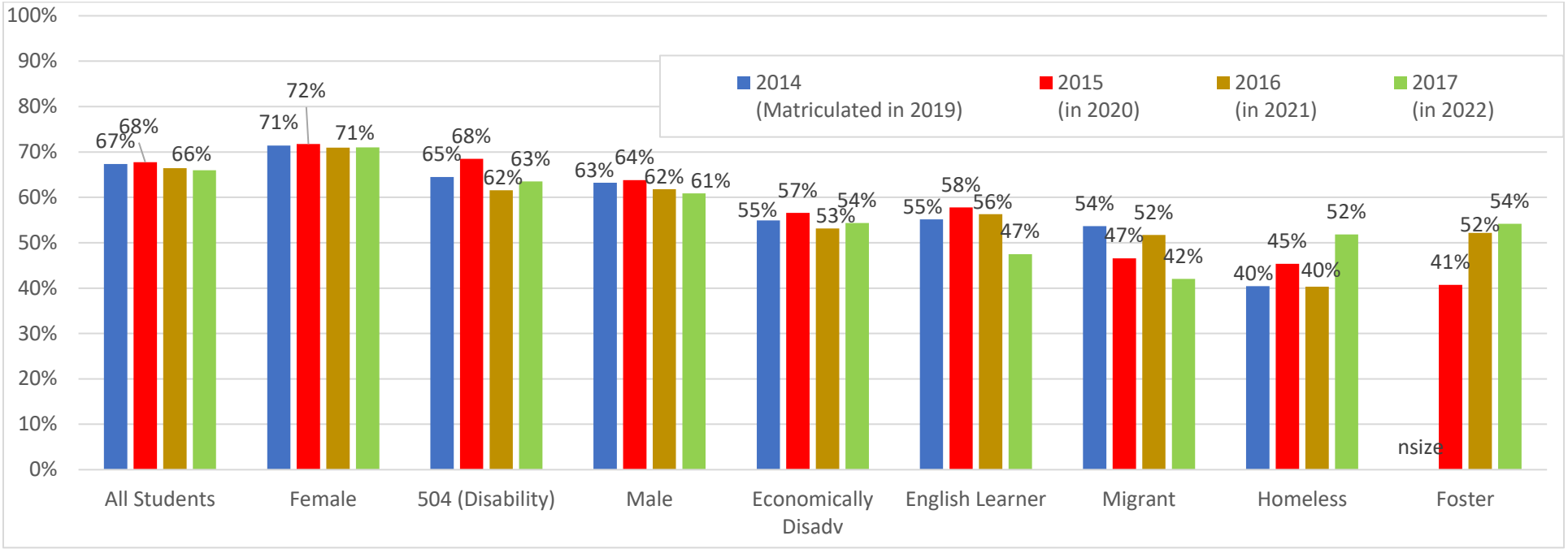


COHORT Class	Ns: All Students	Asian	Black	White	Hawaiian	Native American	Hispanic
2014 (Matriculated in 2019)	17,877	390	313	15,918	128	544	2,621
2015 (in 2020)	17,065	362	264	15,435	111	536	2,521
2016 (in 2021)	17,509	332	315	14,168	109	257	2,671
2017 (in 2022)	17,792	422	311	16,104	142	597	2,770

As seen in Figure 41,

- The disparity between highest- and lowest-matriculating race-ethnicity groups declined from 31 points in 2019 and 2020 to 29 points in 2022.
- The leveling of 5-year rates across the cohorts, as seen in the race-ethnicity graph was less true for the other student groups seen below. Specifically, matriculation in since 2019 remained highly variable for migrant, homeless, and foster students, whose rates were also 25-31 points below the highest-matriculating group.

Figure 41: 5-Year Go-On Rates by Student Group and Class Cohort



COHORT Class	All Students Ns	Female	504 (Disability)	Male	Economic Disadvantage	English Learner	Migrant	Homeless	Foster
2014 (Matriculated in 2019)	17,877	8,964	448	8,913	6,329	1,106	95	277	< 35
2015 (in 2020)	17,065	8,506	473	8,559	5,655	1,082	73	322	< 35
2016 (in 2021)	17,509	8,785	588	8,724	6,051	1,105	89	345	< 35
2017 (in 2022	17,792	8,958	660	8,834	6,382	459	107	351	< 35

ATTENDANCE AND ENGAGEMENT

Both attendance and student engagement in school have well-documented, strong relationships to school success.

Attendance

The State Department of Education reports on two indices of student attendance or absenteeism.

Chronic Absenteeism Flag. This measure became part of our accountability system this year, replacing student engagement as part of the identification of schools as high-performing or in need of additional assistance.

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 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 State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days in Attendance measure reported here and explained below. At the request of the AOC, this document reports the second measure – proportion of days in attendance – instead of SDE's accountability measure, chronic absenteeism.

Proportion Attendance Category. For this report, we categorized and analyzed the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster of students in attendance in an Idaho school on the first Friday in May.

Proportion of Days Reported Positive Attendance = Numerator /Denominator, WHERE:

- Denominator = total number of reported instructional days, at the enrolled school, for the entire year.
- Numerator = total number of instructional days of positive reported attendance for at least 1 hour, at the enrolled school, for the entire school year.

We analyzed those percentages using 10-percentage-point categories from 100% down to 60%. Finding little difference among the relatively few students in the lowest categories below 71%, we decreased to three categories:

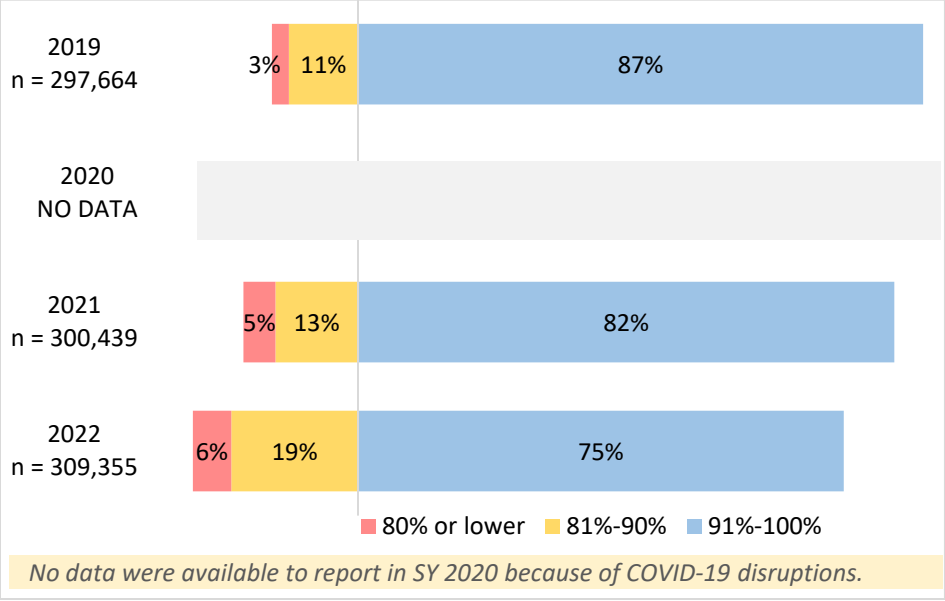
1. **Adequate Attendance**, or attendance on 91%-100% of the days in the entire school year
2. and 3. **Chronic Absence**, in two, successively more severe categories
    - 81%-90% of days in attendance
    - 80% or fewer days in attendance

In all three years, at least 2% of students reported attendance in more than one school. We analyzed and reported only students in a single school, choosing the one with the highest proportion, because we lacked the data required to combine multiple values. We reported findings for just Proportion Attendance Category, rather than Chronic Absenteeism. Though the two measures differ somewhat in their exact assignment, they differ little in their patterns of relationships to important outcomes.

Attendance per Proportion-Attendance Category

As seen in Figure 42, the proportion attending adequately dropped since 2019 – five points from 2019 to 2021, and another seven points in 2022.

Figure 42: Student Attendance – All Students, All Grades



No data were available to report in SY 2020 because of COVID-19 disruptions.

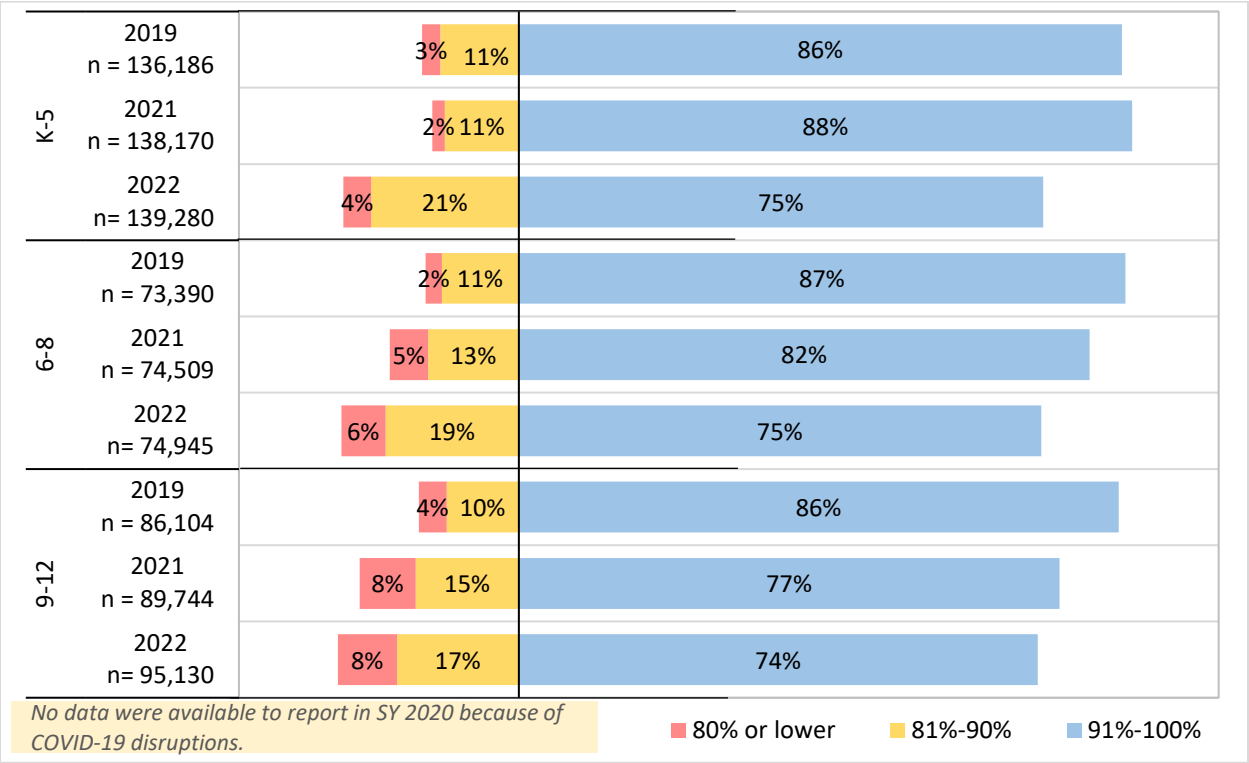
This section shows that attendance declined dramatically since last year among all groups, and is especially low among some groups of students.

Proportion Attendance per Grade and Student Group in 2019-2022

Figure 43 shows the impact of the COVID years on school attendance.

- Though elementary students attended at higher rates than older students in 2019 and 2021, the grade-related difference diminished to just one percentage point in 2022.
- The rates of low (81%-90%) and lowest (80% or lower) attendance increased commensurately in 2022.

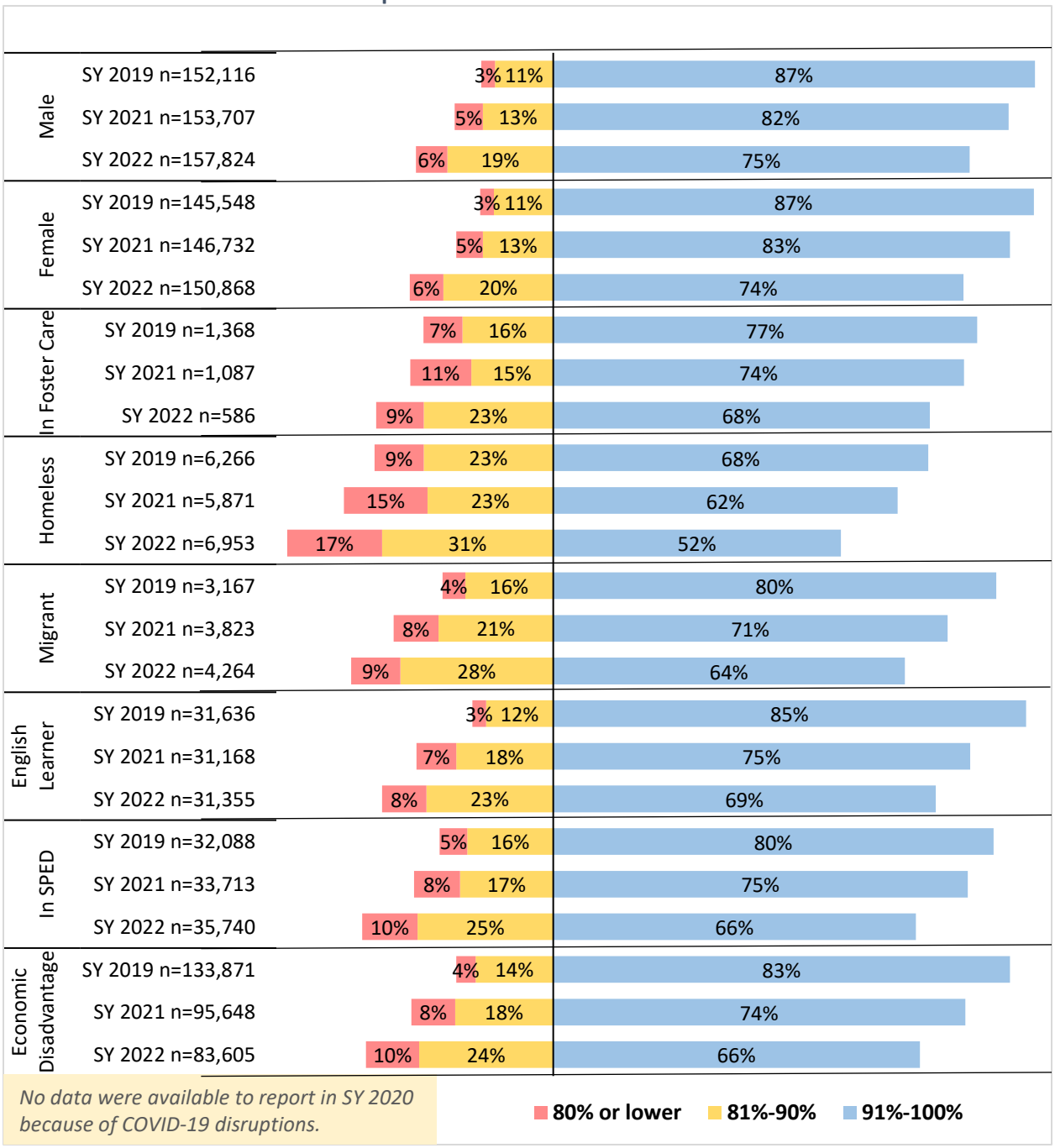
Figure 43: Student Attendance and Grade



As seen in Figure 44, all groups declined in adequate attendance (91%-100%) since 2019 and again since 2021 by at least six percentage points.

- Those with the lowest adequate attendance were students who were migrants or homeless.
- Just 52% of students experiencing homelessness attended adequately – the lowest proportion among the groups.

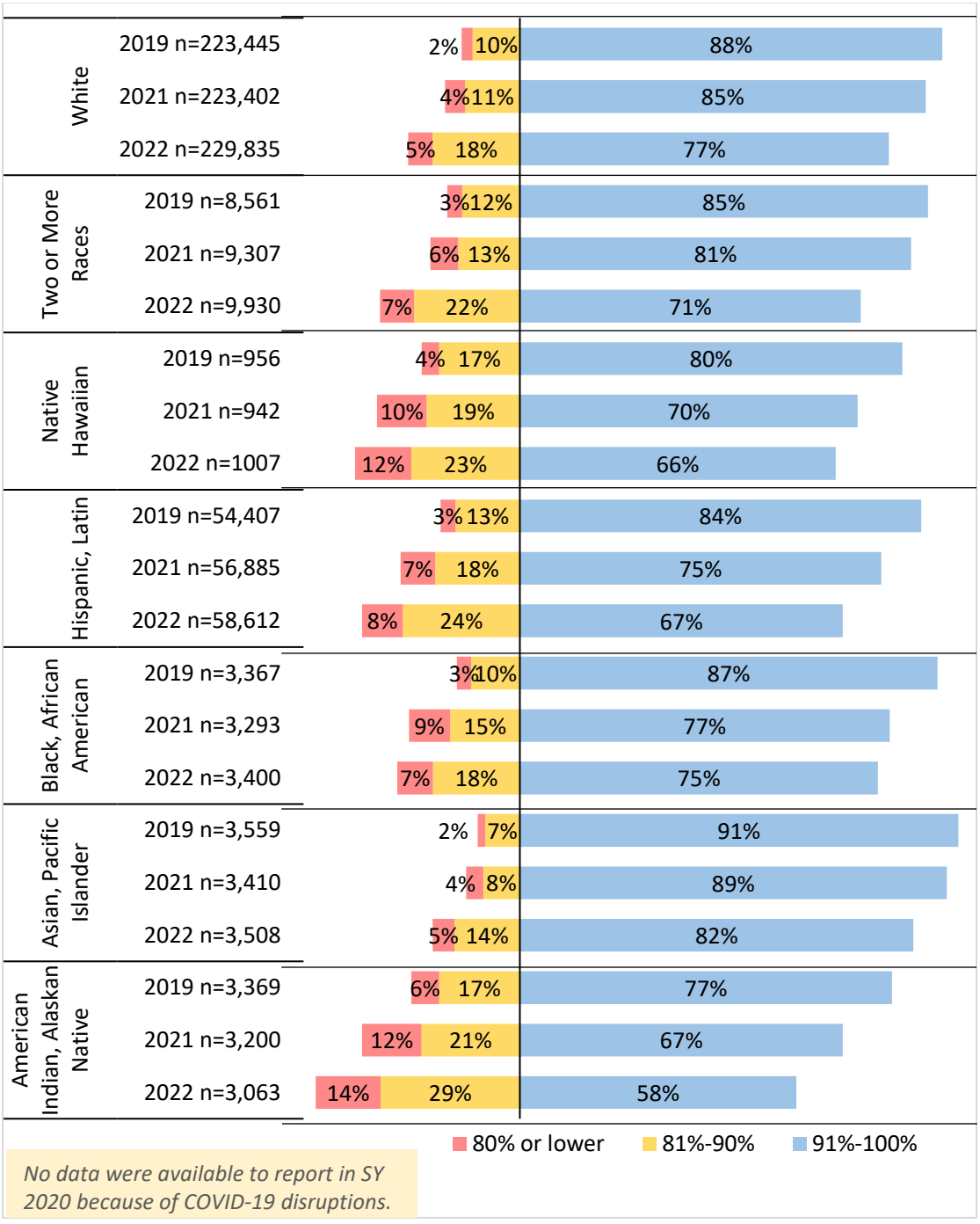
Figure 44: Student Attendance and Student Groups



As seen in Figure 45:

- Students who were Asian, white, or Black had the highest proportions of adequate attendance.
- American Indians, Native Hawaiians, and Hispanics had the lowest proportions.

Figure 45: Student Attendance and Race-Ethnicity

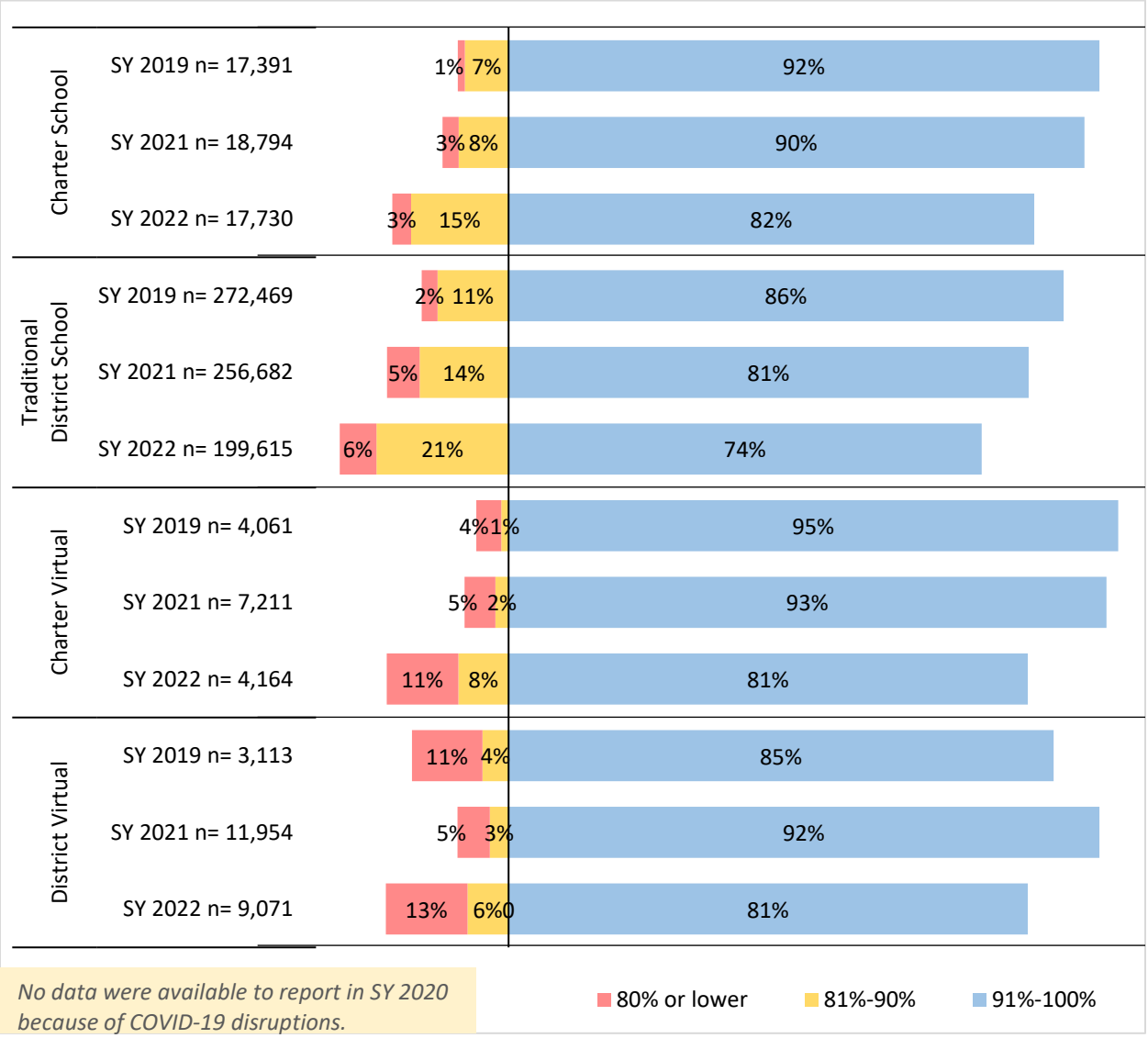


No data were available to report in SY 2020 because of COVID-19 disruptions.

As seen in Figure 46, all four school types lost attendance ground since last year.

- In 2022, traditional district schools had the lowest proportion attending adequately (74%), followed by the other three school types at 81% or 82%.
- All showed lower rates of adequate attendance this year than in 2019, with district virtual schools having lost the least (4 percentage points) compared to charter virtual schools, which lost the most (14 points).

Figure 46: Student Attendance and School Type



No data were available to report in SY 2020 because of COVID-19 disruptions.

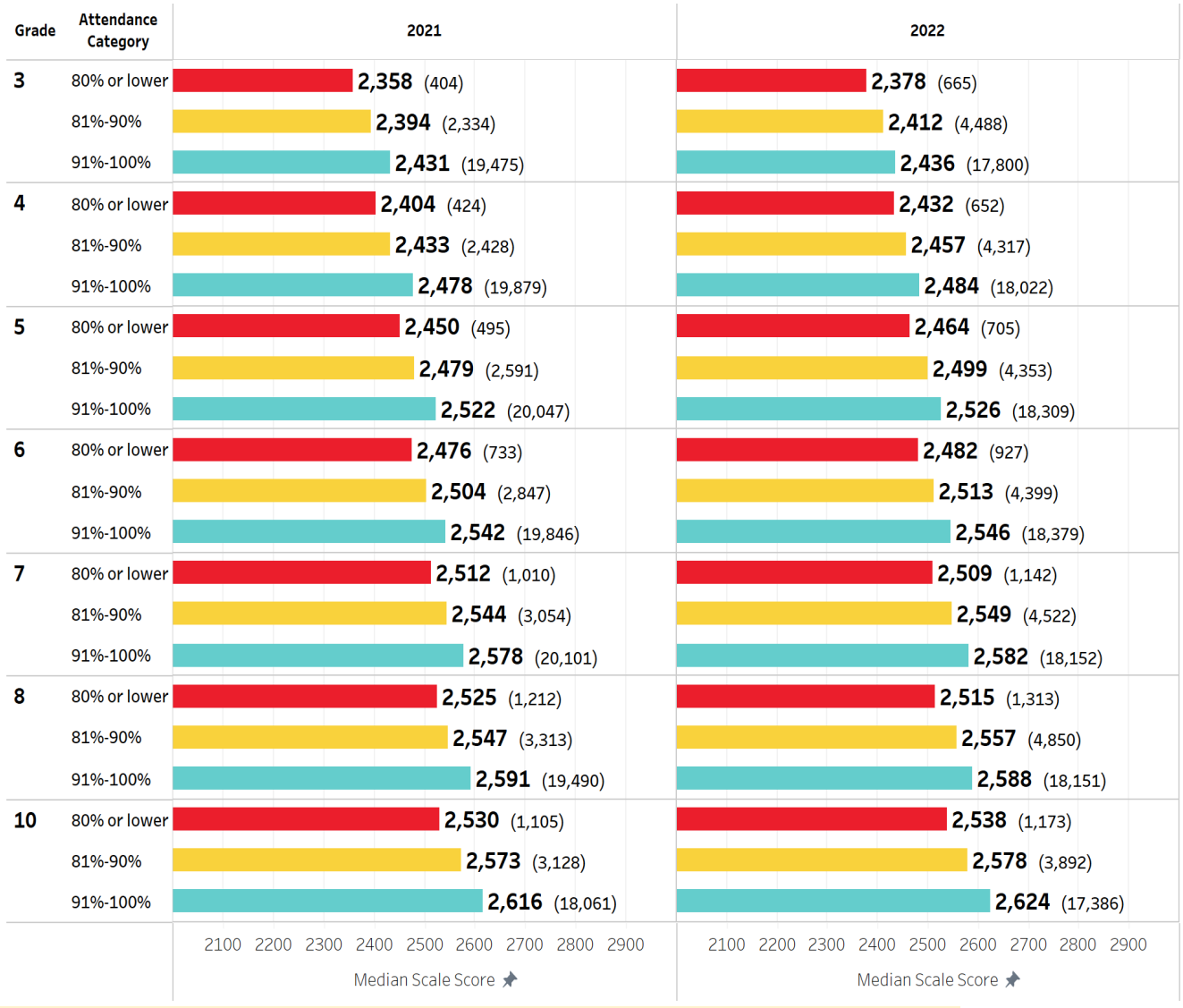
ISAT Median Scale Scores by Attendance Proportion Category

ISAT ELA and Math scores were positively correlated with attendance.

As seen in Figure 47,

- ISAT ELA scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2021, and 2022.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 47: 2021 ISAT ELA Median Scores by Grade and Attendance

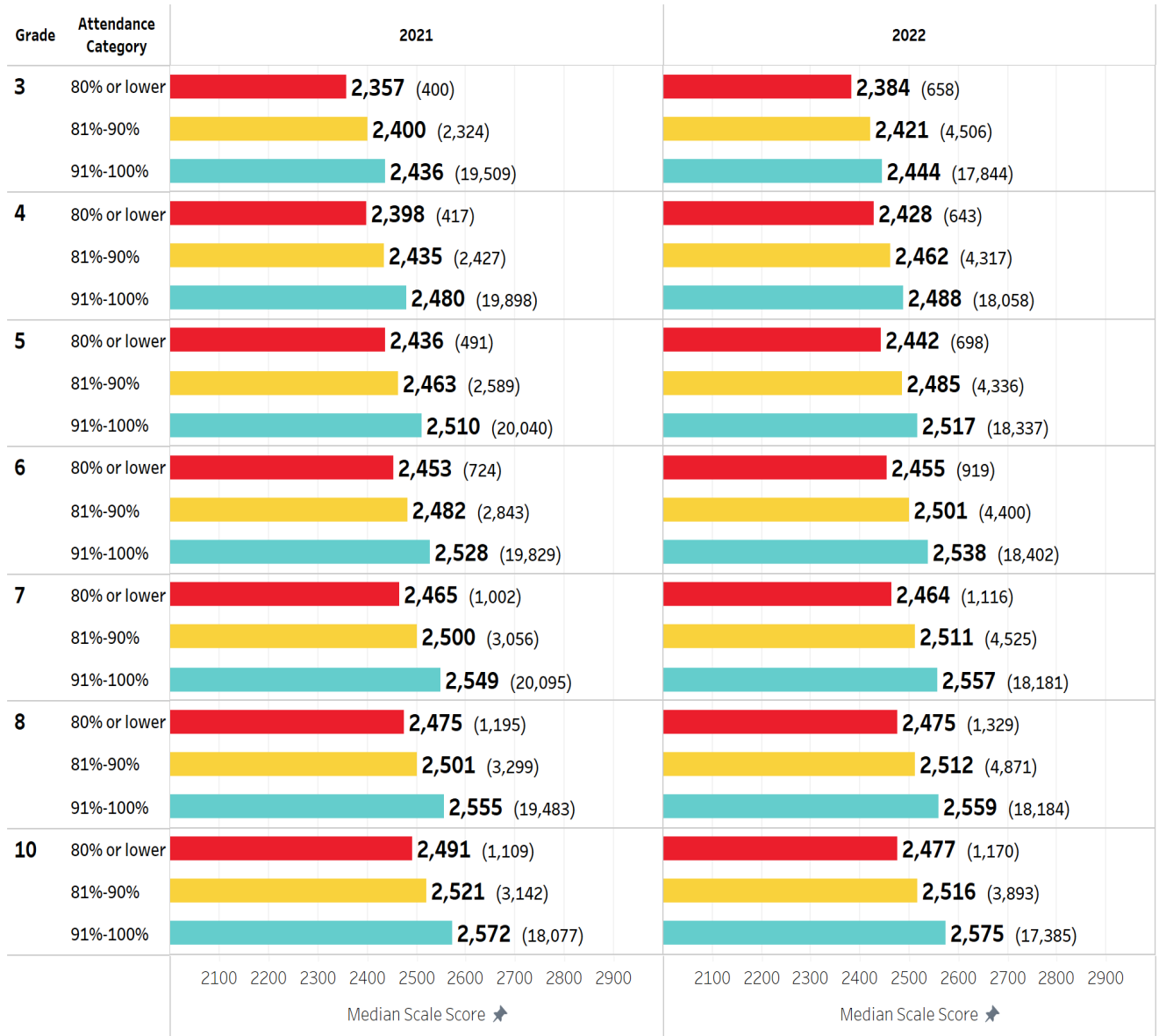


No data were available to report in SY 2020 because of COVID-19 disruptions.

As seen in Figure 48, ISAT Math scores were positively correlated with attendance.

- ISAT Math scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2021, and 2022.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 48: 2021 ISAT Math Median Scores by Grade and Attendance



No data were available to report in SY 2020 because of COVID-19 disruptions.

Engagement of Students, Parents, Staff

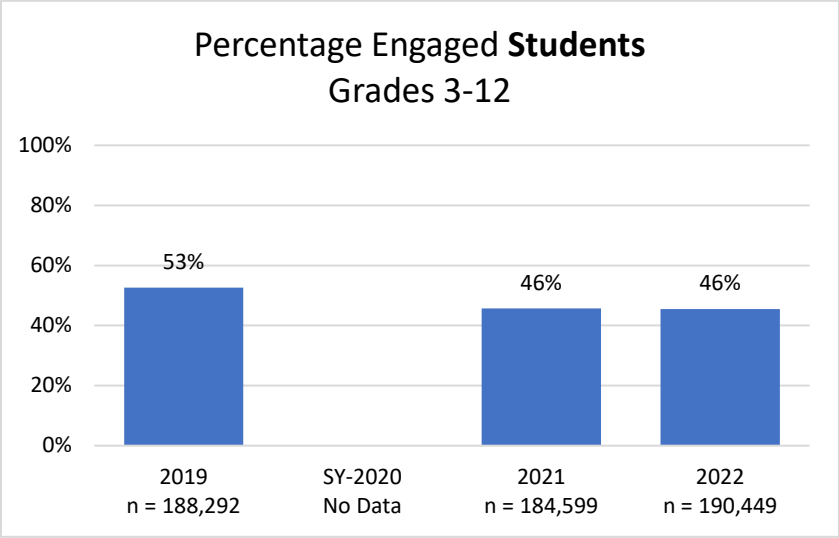
Student engagement is Idaho's measure of school quality. Each year, students complete an online survey answering questions about their thoughts, feelings, and behaviors toward school. Responses are confidential and 100% participation is encouraged, but no penalty is associated with a participation threshold.

Student Engagement Overall

This graph shows the overall proportion of students identified as engaged, based on survey responses.

As seen in Figure 49, student engagement in grades 3 through 12 has declined since 2019 from 53% to 46%, and remained stable since last year.

Figure 49: Percentage of Engaged Students in Grades 3-12



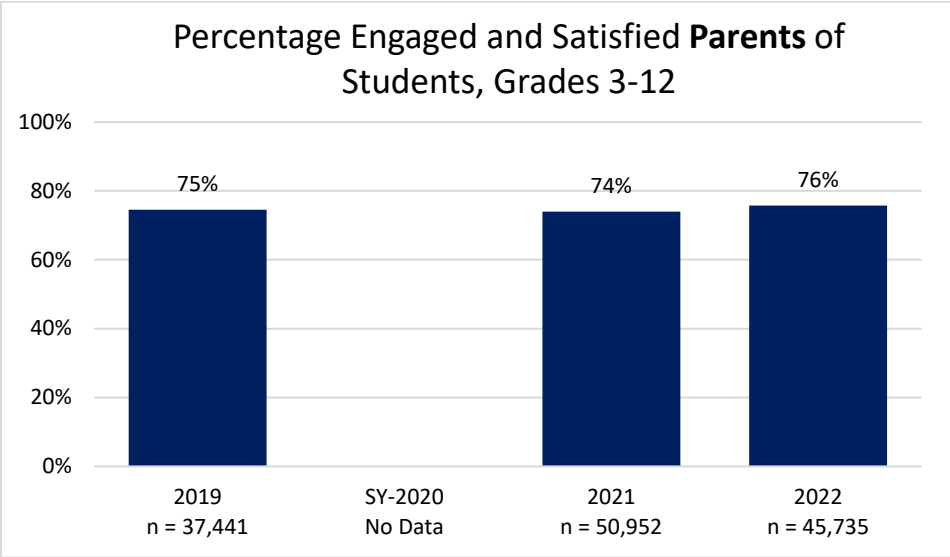
Satisfaction and Engagement of Parents and Staff

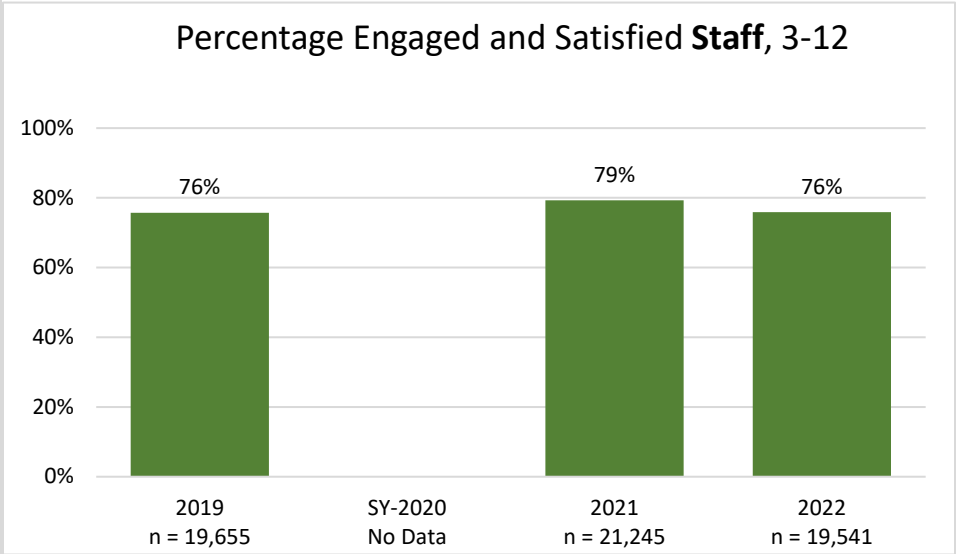
Parents and staff are encouraged to complete the surveys using an anonymous, online application offered by their school, making school-specific findings available. A parent's answers may be included more than once because parents are invited to complete a survey for each child in school.

As seen in Figure 50:

- Satisfaction and engagement held relatively steady or increased somewhat from 2019 to 2021 for both parents and staff. Parent evaluation increased somewhat in 2022; whereas staff satisfaction declined.
- Participation counts also increased from 2019 to 2021 among both staff and parents, but then declined in 2022

Figure 50: Satisfaction and Engagement of Parents and Staff





APPENDIX A: COURSE COMPLETION DATA DOWNLOAD

The following table shows the grades earned and credit earned among high school students (grades 9-12) in school year 2022, as reported in ISEE. The entries in the *Grade Earned* field may be traditional grades, A+ through F, or many other codes that may be entered as free text. The analysis of these data will require a regularization of these entries, as they are reported in ISEE.

Table 5: 2022 Idaho High School Students' Course Grades and Credit Earned

Grade Earned	Full Credit	Partial Credit	No Credit
A	438,662	77	561
B	196,949	176	430
C	124,162	91	303
P	75,009	109	4,456
A-	68,595	102	220
D	68,022	6	207
A+	46,998	165	118
B-	42,517	116	179
B+	42,218	110	142
C+	26,535	70	89
C-	25,999	57	109
D-	15,502		75
D+	14,075	3	57
	3,231		47,314
NG	1,417		20
M	1,240		
5	1,089		1
4	767		210
6	753		
3	558		99
A +	315		
7	306		
Pass	238		
F	209		82,874
NC	139	2	9,244
CR	107		2
S	106		416
PC	62		
IP	60		12
INC	60		224
E	50		
NP	45		1,226
EP	45		

Grade Earned	Full Credit	Partial Credit	No Credit
PR	42		
AP	34		
L	31		
I	25	2	2,637
99	19		
95	19		
PB	18		19
98	17		
90	17		
AUD	16		74
94	16		
96	14		
100	14		
93	12		
D*	11		
RE	10		119
97	10		
92	10		
91	9		
81	9		
87	8		
86	8		
85	8		
W	7		243
83	7		
D-CR	6		
B*	6		
84	6		
80	6		
N	5		1
A*	5		
71	5		
WF	4	2	526
IAP	4		
FA	4		1,430
C*	4		
89	4		
88	4		
78	4		
76	4		
73	4		
70	4		

Grade Earned	Full Credit	Partial Credit	No Credit
60	4		
P-CR	3		
82	3		
RF	2		
N/C	2		4,893
F+	2		
77	2		
75	2		
62	2		
61	2		
Y	1		
UG	1		14
R	1		14
LCA	1		1,096
D0	1		
B`	1		
79	1		
74	1		
68	1		
67	1		
66	1		
2+	1		
102	1		
101	1		
0	1		18
*R	1		
(R)	1		188
XP			47
X			6
WP			31
WM			11
WFO			1
WD			59
WC			56
WB			50
WA			80
U			153
PN			30
No Credit			44
NM			39
NCP			1
NCD+			7

Grade Earned	Full Credit	Partial Credit	No Credit
NCD-			9
NCD			2
NCC+			2
NCC-			6
NCB+			6
NCB-			4
NCA+			3
NCA-			2
NCA_			1
NCA			30
NC P			8
NC F			2
NC D			5
NC C			8
NC B			3
NC A			5
N0			2
IN			2
FR			1
Fail			171
F*			7
EA		38	253
DN			43
CP			1
CD*			1
CD			33
BR			1
BN			26
AN			19
AC			35
56			1
50			2
49			1
47			1
46			1
42			1
41			1
36			1
35			1
3.5			79
22			1
2.5			10

Grade Earned	Full Credit	Partial Credit	No Credit
2			71
10			8
1.5			1
1			28
*F			3
_			132

The Idaho State Department of Education's mission is to provide the highest quality of support and collaboration to Idaho's public schools, teachers, students, and parents.

www.sde.idaho.gov/assessment

APPENDIX B
Recommendations for Additional Analyses

In developing the 2020-2021 Student Achievement Report, the Accountability Oversight Committee (AOC) identified additional analyses that may be valuable in the future, to the extent possible. This appendix presents the AOC's suggestions.

IRI

Previous

- To make IRI data more informative, sub-score (domain) analyses should be conducted to identify areas of state-wide strength and weakness.
- Adjust the graph looking at score movement on the IRI to be similar to the ISAT graph – rather than looking at whether the IRI score was the same, up, or down, show the new score category that students scored in (i.e. the percentage of students who score below grade level who landed in each of the three score categories the following year).
- When enough data is available, conduct a longitudinal cohort analysis of IRI.
- IRI sub-score / domain scores analyses, including all students and subgroups.

New

- In FY 24 Report, look at an IRI longitudinal, cohort analysis, if possible based on n size
- Closely review full-time vs. part-time kindergarten data to determine the impact in the next 5 years
- Look at IRI a little differently to review summer learning loss – review data by Fall-Spring, Fall-Spring and Fall-Fall-Fall, Spring-Spring-Spring.
- Use lexile levels to look at student's reading skills across grades (IRI to ISAT connection)

English Language Proficiency Assessment (ELPA)

New

- In FY 24, look at EL students who exited when the exit criteria changed (Spring 2020) and how they are doing based on other metrics (ISAT ELA, possibly others).

APPENDIX B
Recommendations for Additional Analyses

ISAT ELA and Math

New

- Per ARP ESSER, the AOC needs to receive and review ISAT interim data (ASAP).
- Math target level data, particularly for the middle grades (4-9).

High School – College Readiness, Graduation Rates, and Go On

Previous

- Conduct a separate analysis on High School graduation, reviewing data regarding when students drop out, etc.
    - Consider the impact of mastery-based education on graduation
    - Consider the impact of CTE on graduation and Go On
    - Look at dropouts by age, grade, credits, gender, and subgroups
    - Given that five year graduation rates are consistently higher than four year and that some subgroups experience substantial increases in graduation rate when the 5th year is considered, acquiring a deeper understanding of how the four year graduating population and the five year population are similar and different is needed to better understand how to address the needs of both.
- College and Career Readiness data need to be disaggregated into middle school and high school to get a better understanding of where changes have occurred.
- After 2022, the population of Idaho students who take the PSAT and SAT will most likely change because of the removal of the SAT as a requirement for Idaho high school graduation. It is likely the population will shift towards a more homogenous group of students who are planning and preparing for matriculation into post-secondary four-year institutions that either allow the SAT as part of an applicants' admission portfolio or require the SAT for admission. Thus, it will be important to continue to monitor these scores in the coming years to ascertain whether Idaho high schools are preparing all students who choose to take the assessments for college success.

SUBJECT

Online Idaho: Revisiting Key Online Course Exchange Decisions

REFERENCE

June 10, 2020	The Board approved and forwarded a request to the Coronavirus Financial Advisory Committee for $4M to support the development of a system-wide digital campus for postsecondary education.
June 29, 2020	The Board received an update on CFAC funding and two different potential models for a digital campus in Idaho.
July 9, 2020	The Board approved an Initial Implementation Plan and directed staff to access funds from the Governor's Coronavirus Financial Advisory Committee to pursue this plan.
August 24, 2020	The Board received an update on Idaho's digital campus project that highlighted early outcomes in institution engagement, shared governance, project roadmaps, and state purchasing.
November 2, 2020	The Board received an update on the initiative, approved the name "Online Idaho," and approved contracts with Instructure for two additional years of statewide Canvas licensing.
October 21, 2021	The Board approved fully online cybersecurity degrees that were jointly designed by faculty at Boise State University and Lewis-Clark State College for course sharing though Online Idaho's course exchange.
December 15, 2021	The Board received an update on the progress of the Online Idaho initiative, including a demonstration of the current platform capabilities.
June 15, 2022	The Board received an overview of where funding was invested during implementation, the outcomes of those investments, and the possibilities that exist for strategic ongoing investments in Online Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a.

BACKGROUND/DISCUSSION

In response to the mission-critical pivot of colleges and universities to online and remote instruction during Spring Semester 2020, the Board formed a working group to explore the concept of a "digital campus" that could drive new growth toward low-cost, high-quality, career-relevant, online-first postsecondary educational experiences that reach every Idahoan in times of crisis as well as calm.

Under Board direction and in partnership with other state agencies and institutions, Online Idaho has emerged as a collaborative effort to fortify digital teaching and learning infrastructure through new investments in interoperable software, services, and resources.

Perhaps the most novel investment, an online course exchange, has consolidated access to existing online courses and programs so that current students may more easily enroll in courses offered by other Idaho colleges and universities. When a student's home institution is unable to offer specific courses at a specific time or place, the Online Idaho course exchange streamlines how a student may maintain progress to degree by enrolling in courses that better fit their needs at another public institution. In an emerging use case, faculty contributing curricula to an interinstitutional path of study (e.g., a shared certificate in Nuclear Safeguards and Security) may offer a consistent registration experience for students regardless of which institution is teaching which course. New consortium agreements and deep integrations established with existing institutional systems make these and other processes more efficient and predictable for everyone involved.

The "key decisions" for how the course exchange would run were developed collaboratively by Board Members, Board Staff, members of the Presidents Leadership Council, and various institution stakeholders in December 2020. Now that the course exchange is operational and institutions are taking more ambitious steps in making online courses and programs available to learners, an opportunity presents itself to revisit the underlying goals and strategy that the Board has for the platform.

IMPACT

Some students have already benefitted from enrolling in courses at other institutions through Online Idaho. By updating or further endorsing existing strategy for system-like course sharing across Idaho's eight public colleges and universities, the Board will afford institution stakeholders clearer direction and certainty as they continue to launch content and opportunities in the course exchange.

ATTACHMENTS

Attachment 1 – Quottly System-wide Implementation Key Decisions

STAFF COMMENTS AND RECOMMENDATIONS

Staff propose the President of the Board name a working group to review key decisions from 2020, solicit strategy ideas from institution stakeholders, and develop updated guidance for how course sharing in Idaho shall strategically function long-term.

BOARD ACTION

This item is for informational purposes only.

Quottly System-wide Implementation Key Decisions

1. Which students will be eligible to enroll in the exchange?

Idaho Decision: Go with Quottly's recommendation and proposed restrictions (exclude students on probation, enrolled in special programs including dual credit/early college, and international students, etc.).

2. Should students be required to be enrolled in at least one course at their Home Institution during a session to be eligible to register for courses on the exchange?

Idaho Decision: For credit-seeking students, require enrollment in at least one course at Home Institution, with the exception of when a student has three or fewer courses left in their program of study and at least one of these courses is unavailable at their Home Institution. No enrollment requirements for non-credit, workforce, "a la carte" students.

3. Should students be able to register for courses at their Home Institution through the exchange?

Idaho Decision: No. Students should be redirected to Home Institution registration for these courses. This will prevent any possible issue with circumventing local registration rules or fees by using the exchange.

4. Which courses will be listed in the exchange?

Idaho Decision: Fully online (asynchronous and synchronous) to begin, with the option for expanding to hybrid and other formats over time as institutions desire.

5. How will course prerequisites be handled?

Idaho Decision: Generally exclude courses that require prerequisites, corequisites, or other registration restrictions to begin, but allow Teaching Institutions that want to offer courses with registration restrictions to handle verification directly. Revisit this question ahead of the time that Transfer Equivalencies are activated.

6. When should exchange registration be available?

Idaho Decision: Courses, including non-credit and workforce development, should be available for registration during open registration periods at the Teaching Institution, after any priority and time-ticketed registration periods.

7. Will each campus calculate residency (for tuition purposes) based on address information provided by the student through the Quottly exchange, or will each campus accept and default to the residency status determined by the student's Home College?

Idaho Decision: Allow the tuition residency status from the Teaching Institution to override and set residency at the Home Institution. For non-credit/workforce training students, direct students to an existing practice or provide information at time of registration.

8. When a student registers through the exchange, should a "marker" or "placeholder" course registration be entered in the SIS at the student's Home College?

Idaho Decision: Allow a "marker" or "placeholder" course registration to be entered in the SIS at the student's Home Institution, if the marker can reflect the total credits taken at all Teaching Institutions to allow for federal reporting of "time status" of students.

9. For courses registered through the exchange, should a student pay fees to the Teaching College, the Home College, or to the exchange? If fees are not paid directly to the Teaching College, how will schools balance payments for the delivery of courses?

Idaho Decision: Option B, where the student pays the Teaching Institution directly through the exchange using a credit or debit card.

10. How will student financial aid be handled?

Idaho Decision: Decision pending updated recommendations from Quottly after they review our existing financial aid agreements.

11. Should local fees, application fees, and deposits be waived for students who enroll in classes through the exchange?

Idaho Decision: Decision pending development of state-level guidelines for which fees can be charged to students who participate in course sharing.

12. How will students with disabilities receive services for classes enrolled through the exchange? Are these services provided by the home or teaching institution?

Idaho Decision: Teaching Institutions should provide accommodation services. Development of a legal and technical process for facilitating permissions for sharing documentation and accommodation needs is pending.

13. Is the system subject to any special laws or programs that may not apply to other systems around the country? For instance, tuition discounts for certain populations, zero-cost textbook programs, or other special offerings.

Idaho Decision: There are special laws and programs that may apply at Idaho institutions. Development of an inventory of these special laws and programs across all eight institutions is pending.