ACCOUNTABILITY OVERSIGHT COMMITTEE

Recommendations Report

March 2022

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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 student achievement system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board. In summer 2021, the AOC, Board staff, and SDE staff determined the appropriate collaborative approach for this year's report and identified the student achievement data the AOC would review, with an emphasis on data designed to identify impacts of the Covid-19 pandemic on student achievement. The AOC presented its plans to the Board at its June 2021 meeting. The SDE compiled this data into the 2020-2021 Student Achievement Report (Appendix A).

On January 19 and 20, February 14, and March 1, 2022, the AOC reviewed the data included in the 2020-2021 Student Achievement Report and began developing this report. Each data review included a time for analysis and development of related recommendations to improve outcomes. Additionally, AOC members made a number of requests regarding potential data analyses to be considered for future reports, as provided in Appendix B.

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 will now be alternating some data between years, with attention given to certain content areas (particularly English language arts (ELA) or math) each year. This is done in order to add special focus data based on relevant interests of the Board.

The AOC is presenting this report to the State Board of Education for consideration at the April 2022 meeting.

REPORT STRUCTURE

The following report is structured around key metrics of student achievement. Where relevant, sections begin by revisiting the midterm and long-term goals set in Idaho's Every Student Succeeds Act (ESSA) Consolidated State Plan. Revisiting the goals contextualizes for the Board current Idaho student achievement relative to the original goals set in the Consolidated State Plan.

Section 1 of the report is focused on the AOC's recommendations, split between policy recommendations for the Board and implementation recommendations for the SDE. To aid in prioritization, the recommendtions are further divided between short-term and long-term actions. Where relevant, recommendations from the AOC's previous reports (December 2018 and February 2020) are revisited in this report.

The AOC's recommendations are based on the AOC's data analysis provided in Section 2, which reflects the committee's interpretations of the data provided in the State Department of Education's 2020-2021 Student Achievement Report (Appendix A). The FY 22 report has an ELA emphasis in the primary report, and separate sections focused on additional data to identify the impacts of the Covid-19 pandemic on student achievement, within the following three Board-approved categories: K-4 Literacy; 5-9 Mathematics; and High School Course Recovery and Graduation. In addition to these special foci, there are sections on related ELA and mathematics data (outside of the specified grades), as well as data on attendance, graduation rates, go-on rates, college readiness, enrollment, assessment administration, and student, staff, and parent engagement.

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.

EXECUTIVE SUMMARY

Prior to 2021, Idaho had made small gains on nearly all metrics. Of particular note was the increasing number of students with Idaho Standards Achievement Test (ISAT) scores in the top achievement level (Advanced) in both English Language Arts (ELA) and mathematics. Unfortunately, and probably due to instructional disruptions caused by the Covid-19 pandemic, many of these gains were lost between 2019 and 2021. Overall, the losses were not great, and this is a positive and commendable finding. Recognition should be given to our state's educators (administrators, teachers, and staff), parents, and policymakers. On the other hand, we must recognize that the current data may not give us the full picture of the impacts of the pandemic, as the number of students included in the 2020-21 data sources is notably less than previous years, despite Idaho being widely recognized as one of the fastest growest states in the nation. At this time, it is unclear the extent to which students temporarily or permanently left the state's public education system, and the return of those who did not participate in 2020-21 assessments may affect scores in future years.

While academic achievement losses were not substantial in most content areas reviewed, it is important to note that the amount of loss varied depending on the particular assessment and group or subgroups analyzed, with some race/ethnicity groups or other student subgroups losing ground more than others. Such performance differentials are not new to Idaho and have been noted before in previous AOC reports, both because of their persistence and also their magnitude. Important insights into the nature and scope of these performance differentials, however, are emerging from new cohort and longitudinal analyses of data from the past 5-7 years. These analyses reveal continuing structural problems within the educational system that appear to have not been addressed through past interventions. What this means going forward is that approaches to regain lost ground and accelerate growth for "all students" may not be the most cost-effective, strategic, and successful means to address current challenges. Instead, what is needed is development of strategic interventions targeted at specific content areas, grade levels, and student subgroups based on in-depth analyses of the data and intensive work with educators in the field, stakeholder groups, and parents/caregivers. Going forward, it will be important for the Board to carefully monitor this work so that when commonalities, synergies, and efficiencies emerge, they are coordinated and leveraged to maximize outcomes.

Though this is not an Idaho-only phenomenon, it is notable that mathematics proficiency rates are consistently lower than English Language Arts. Further, ISAT Math scores were more negatively impacted by the pandemic. ISAT Math performance decreases as students move through the system. Cohort analyses revealed distinct inflection points at specific grade levels where ISAT Mathematics performance diverged from proficiency expectations. Additionally, ISAT Math claim level analysis revealed that students perform better on some claims than others, and appears to indicate that students may grasp foundational functions but struggle with deeper mathematical thinking. All of these findings present an opportunity for strategically-focused professional development, curriculum development, and instructional changes.

Unfortunately, performance differentials between student subgroups persist on virtually all reviewed metrics including ISAT Math and ELA, IRI, and attendance and graduation rates. Additionally, it is concerning that student performance remains static over time on many metrics, with students in lower performance categories oftentimes remaining at the same performance level for most or all of their educational careers, and too many students who regress to lower performance categories as they move through the grades. Furthermore, since students in some subgroups are more likely to fall into lower performance categories, an expanded emphasis should be put on efforts to support students within subgroups to improve equity in the system.

Following are additional key recommendations developed from the AOC's work thus far:

- Since performance differentials exist across metrics, the Board should expand existing partnerships with stakeholder groups who represent specific student subgroups and work with them to identify new strategies to support students based on their specific needs.
- The Board should continue its support of the governor's ongoing K-3 literacy initiative while also pursuing their expanded focus on accelerated learning for K-4 literacy. These efforts should be focused on cohorts of students that appear to be most affected by the pandemic and continue into 4th grade to ensure that struggling students continue to receive the support they need to reach literacy proficiency.
- Given current mathematics performance, Idaho needs to immediately launch a sustained, intensive math initiative to address the structural problems in current systems. Fortuitously, the Board's current focus on Grades 5-9 math should fit nicely within this initiative since another key recommendation from the AOC is to convene a specific workgroup charged with addressing systemic mathematics weaknesses in the middle grades.
- The middle grades (roughly 5-9 but primarily 6-9) reveal inflection points for student outcomes. Most often these are the grades where student growth noticeably slows. Granted, the antecedents for this begin in the upper elementary grades, but middle school appears to be the place where all of the forces coalesce. Thus, a midde school work group should be convened to review all available data and formulate recommendations to improve middle school outcomes.
- The Board and SDE should support districts and schools in their efforts to plan, develop, initiate, and sustain their work to implement best practices to address chronic absenteeism.
- Idaho's overall graduation rate has not substantially improved and was impacted by the pandemic. Students often fall off-track in much earlier grades, so data can help to identify students who are exhibiting risk factors. Thus, early warning systems for school failure and non-completion need to be employed in all Idaho districts and schools so that students are closely monitored for early warning signals. Chronic absenteeism is

one of these signals, so Idaho's new emphasis on this as a school quality indicator dovetails well with this recommendation.

In closing, the pandemic affected Idaho student performance, but the sky did not fall. There is consistent evidence in the data of mild to moderate downturns in achievement scores across 2019 and 2021. Attendance rates, student engagement, graduation rates, and go on rates also eroded. There is ground to be regained on almost all fronts. But in a more positive vein, for the most part, the journey begins from levels seen from two to four years ago. Given Idaho's historical tendency to make modest (one to three percentage point) yearly gains on most metrics, accelerating growth will require resources and strategically focused efforts. But perhaps with renewed efforts to address the challenges now faced along with guidance from the data currently at our disposal the system can be reset to address persistent structural problems so that robust growth becomes the norm for all Idaho students regardless of their grade, race, or subgroup to which they belong.

SECTION 1: RECOMMENDATIONS

English Language Arts/Literacy and English Language Learning

Associated Analysis: AOC Recommendations Report, pages 23-34 (below)
Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 15-54

Conclusions

It is a credit to Idaho students, educators, parents, and guardians that substantial, negative impacts on English Language Arts (ELA) outcomes due to the Covid-19 pandemic did not occur. Additionally, the finding that the three "all student" cohorts whose ISAT ELA data was analyzed longitudinally over numerous years of schooling had median scores at or above the proficiency cut score line by the late elementary or middle school grades was a highly positive finding.

On the other hand, some pandemic effects were seen, and those need immediate and sustained attention. Most notably, impacts occurred in grades 1-3 reading as measured by the IRI. Additionally, ongoing monitoring of student performance will be necessary to identify any delayed effects of the pandemic that might emerge.

The persistent and significant differential performance between student groups is a cause for concern. Learning gaps between groups remain too large and show little signs of narrowing. Too many students proficient or below remain in the same performance category over time, too many drop into lower performance categories (including advanced students), and too few move upwards.

Additionally, disaggregating the ISAT ELA assessment into its component parts and looking longitudinally at cohorts of students, revealed informative trends that provide insight into what might be occurring with curriculum and instruction across the grade span. If future cohort analyses show similar trends in student subgroup performance, strategic interventions are possible to remediate weaknesses and leverage successes in the systems serving these students.

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.
   a. Focus should be put on cohorts of students most impacted by the pandemic: 2021 Grades 1 and 2, and students in subgroups.
   b. Implement a short-term focus on supports through 4th grade for students who were in K-3 during the school years impacted by the pandemic.
   c. Ensure the state's new professional development platform has an effective mechanism for identifying and sharing best practices in K-4 Literacy.
2. Expand partnerships with stakeholder groups that focus on specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials.

Long-term Actions

1. Based on recommendations from appropriate stakeholder groups, develop plans to reduce performance differentials between subgroups.

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.
   a. Support districts and schools in identifying how to use IRI and ISAT data to formulate strategic interventions for specific populations of students (subgroups, etc.).
2. In alignment with an AOC recommendation from the 2020 report,

Long-term Actions

1. Continue implementation support to the K-4 Literacy Initiative.
2. Maintain high quality professional development on K-4 Literacy, use of IRI data, and use of ISAT Claim level data.

provide direction to districts and schools regarding identifying and reporting students participating in either part-time or full-time kindergarten (including disaggregation by free or fee-based participation).

3. In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations.
4. Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize / reward them and share their strategies.
5. In alignment with Recommendation #1 in the December 2018 AOC Report, by spring 2023, present an adjusted ISAT Growth Trajectory model to the Board that establishes differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

Mathematics

Associated Analysis: AOC Recommendations Report, pages 34-40 (below)
Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 55-68

Conclusions

Overall math performance is substantially lower than comparable English Language Arts performance. Unfortunately, this trend is not new, and is not unique to Idaho. However, given the long-term challenges Idaho has had in improving math outcomes, we must consider the extent to which mathematics curriculum and instruction are effective for students across all grade levels, and in particular, for students in subgroups.

Modest gains made between 2017 and 2019 were lost during the pandemic (2021). For all grade levels except high school, percentages of below basic performers increased to their highest levels during 2021.

With the exceptions of English Learners, all other student subgroups experienced a decline in scores during the pandemic. The magnitude of the losses was similar between student subgroups and their relevant reference groups; thus, gaps neither substantially expanded or decreased during the pandemic, but historical differentials in performance persisted. English Learners improved across all of the years analyzed and the performance differential between ELs and non- ELs continued to lessen during the pandemic.

The pandemic appears to have been an equalizer across the rural/non-rural and school type divides. Over the pandemic years of 2019 to 2021, historically persistent and quite substantial, in some cases, achievement gaps between classes within these categories were reduced, and in some instances quite substantially. In the case of school types, the reductions might be due to shifting student populations as more students enrolled in virtual schools of all types at the height of the pandemic.

ISAT Math longitudinal cohort analyses at claim and composite score levels reveal substantial divergences from expected performance at what appear to be key grade levels. The degree to which these divergences were exacerbated by the pandemic is unknown at this time. The same troubling trends occurred consistently before the pandemic, so it is likely the data reflects persistent challenges with mathematics curriculum and/or instruction at specific grade levels.

There are slight but consistent performance differentials across the claims with student performance being highest on “Concepts” and lower on both “Solve Problems” and “Reason, Communicate.” This valuable data should be further mined, as it may reflect that students are understanding basic math concepts, but struggle with deeper mathematical reasoning.

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Use stimulus funds to expand the existing Math Initiative (I.C. 33-1627) and add a focus on grades 5-9 (as aligned to Board's commitment to accelerated learning).
   a. As aligned to the AOC's 2020 Recommendation, establish a K-12 Math Work Group.
   b. Task the K-12 Math Group with overseeing the expansion of the Math Initiative.
   d. The K-12 Math Work Group should include representatives from the following: Board, SDE, Division of CTE, STEM Action Center, math content experts, educators, and others as deemed appropriate by the Board.
   e. The K-12 Math Work Group should do or consider the following:
      - Conduct a scope and sequence analysis and use ISAT claim data to identify specific grades and math content where issues arise to target changes,
      - Time spent on math instruction, relative to other disciplines
      - Successes and challenges in providing quality math instruction and curriculum,
      - Structure of interventions and supports provided in math,
      - Impact of challenges that occur in middle school / junior high in regards to school culture, engagement, curriculum, and instruction and their impact on student achievement,
      - Whether the state should consider an early math assessment to

Long-term Actions

1. Based on recommendations from the Math Work Group, develop plans to address issues related to math instruction, professional development (etc.), and to expand the Math Initiative when appropriate.

provide more data regarding students' skills,
- Whether the process of certifying teachers K-8 has an impact on math performance (particularly in grades 4-8),
- Performance of other states and any strategies used by other states to improve stagnated math performance,
- Make specific recommendations regarding instruction, professional development, etc.

2. Expand partnerships with stakeholder groups that focus on specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Engage in the Math Initiative and expand partnerships with stakeholder groups committed to serving specific student populations.
2. As recommended by the AOC in the 2020 Report, build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction.
   a. Professional development efforts need to be embedded and connected to relevant content.
   b. Ensure math performance data (as provided in the 2020-2021 Student Achievement Report) is widely shared.
      - The State, districts, and schools need to use claim and target level analyses to guide professional development and curricular and instructional changes.

Long-term Actions

1. Work closely with the Board to develop and implement a strategic plan for the expanded Math Initiative and support the recommendations of the K-12 Math Work Group.
2. Work with the Math Work Group to review the wording of I.C. 33-1627 to determine if statutory language matches current needs in mathematics education, and submit suggested edits to the Board.

   c. Ensure teachers are engaging in the depth and rigor of the standards.
      - We believe most districts and schools are teaching the standards, but the claim level math analysis reveals that teachers may not be consistently addressing deeper math skills, such as reasoning.
3. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies.
4. In alignment with Recommendation #1 in the December 2018 AOC Report, by spring 2023, present an adjusted ISAT Growth Trajectory model to the Board that establishes differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

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

Associated Analysis: AOC Recommendations Report, pages 40-50 (below)
Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 83-99

Conclusions

In reviewing the college entrance exam data, no trends are detectable in PSAT scores across 2019, 2020, and 2021. Instead, student performance across all categories was quite stable. Across the three years, an average of 32% met both benchmarks and thus would be considered on-track for college and career readiness. It is likely that this stability is at least in part because the PSAT is optional (not universally administered).

SAT scores over five years consistently show that less than a third of Idaho students meet college and career benchmarks and that there was no evidence of a significant pandemic impact on scores. From 2016 to 2021, there was a downward trend in the percentages of students who met both the math and evidence-based reading and writing college readiness benchmarks. The reasons for this are unknown, and may reflect a mix of aptitude and attitude (as fewer colleges and universities require the test for admission).

College and Career Readiness (participation in higher level math in middle school and in advanced and/or CTE courework in high school) declined between 2019 and 2021 to all time lows. Gaps between subgroups and their relevant reference groups, except for English Learners, grew to the largest levels since 2018, and all groups fell to new lows.

Four year graduation rates increased very slowly between 2017 and 2020, increasing by a total of 2.4 percentage points over the four years. These gains were mostly lost in 2021 when graduation rates dropped back to pre-2018 levels. The five year graduation rate between 2017 and 2020 was 2.0 to 2.6 percentage points per year higher than the four year graduation rate, but at the subgroup level the effect of the five year graduation rate was more substantial, ranging from 0 to 6 percentage points depending on the subgroup and year. The five year graduation rate is particularly beneficial in understanding the impact of alternative schools, for whom the five year graduation rates were as much as 10 percentage points higher than the four year graduation rates. There were some substantial impacts on specific subgroup graduation rates that may have been caused by the pandemic.

Go on rates for all groups and subgroups declined between 2018 and 2020. The All Students group declined by 10 percentage points.

Recommendations – High School (College Readiness, Graduation, and Go On Rates)

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.
2. Review research from the SDE regarding early warning systems and develop plans to address dropout prevention.
3. Utilize partnerships with stakeholder groups focused on specific student subgroups to develop strategies to address differentials in graduation rates between student groups.

Long-term Actions

1. Consider use of Grade 11 ISAT Scores in the state's Direct Admissions framework.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Gather evidence regarding Idaho districts' initiatives focused on early warning systems / dropout prevention and identify best practices used outside of Idaho. Present research and recommendations to the Board.
2. Identify highly effective districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies.

Long-term Actions

1. Implement dropout prevention plan developed by Board.

Enrollment, Attendance, and Engagement

Associated Analysis: AOC Recommendations Report, pages 51-63 (below)
Associated Data: 2020-2021 Student Achievement Report (App A), pages 11-14 and 100-120

Conclusions

Adequate attendance and engagement were negatively impacted during the pandemic, but the negative effects were not evenly distributed across grades and subgroups. For example, from 2019 to 2021, adequate attendance (91-100% attendance) for elementary grades (K-5) only decreased by 2 percentage points, but it decreased by 9 points for grades 9 to 12.

Some race/ethnicity subgroups (all grades) had a more substantial drop in adequate attendance, with American Indians or Alaskan Natives, Blacks / African Americans, and Native Hawaiians, Other Pacific Islanders experiencing a decrease of 10 percentage points between 2019 and 2021. The Hispanic / Latinx group decreased at a similar rate, with a 9 percentage point drop.

The steady march toward student disengagement (from elementary to high school) continued unabated across the pandemic years. The trend for lower and lower student engagement as grade level increases is well-established in Idaho's data, and has been reported in national research literature. Student engagement positively correlates with a number of student outcome variables. While grades 3-5 had engaged percentages between 2019 and 2021 that were similar or increased slightly, in all other grades, student engagement dropped substantially (decreases of 9 to 11 percentage points) during the pandemic. There are a number of other differential effects like these depending on the grade and engagement domain being examined.

It is possible that the pandemic affected enrollments, however, at this time the extent of the effects is unclear. Current data reviews enrollment in the years before and during the pandemic, but does not include information regarding population growth or demographics. Additional analyses will be needed to fully understand how enrollment shifted in the years during and after the pandemic.

An important take away from these analyses is that attendance and engagement were differentially impacted between grades and student subgroups. Thus, as plans are developed to address unfinished learning that may have occurred, scarce resources should be strategically targeted to maximize their impact.

Recommendations – Enrollment, Attendance, and Engagement

Policy Recommendations – State Board of Education

Short-term Actions

1. Use stimulus funds (in alignment with the state's ARP ESSER Plan) to support districts and schools in launching specific efforts to improve student attendance, in alignment with the tiered model developed by Attendance Works.
2. 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.
   a. The Middle Grades Work Group should be established within or in direct partnership with the Math Work Group.

Long-term Actions

1. Due to the clear relationship between student achievement and absenteeism, develop budget plans that address sustainability of funding support to districts for implementing strategies to reduce chronic absenteeism (Attendance Works model).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and strategies they can use to improve attendance (in alignment with the Attendance Works model).
   a. Given that pandemic effects on attendance varied by student subgroups, ensure districts and schools have the information they need to strategically target resources.
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.
3. Identify models to support student engagement, particularly in the secondary grades (6-12). Distribute engagement

Long-term Actions

1. Work with the Board to support development of budgets to sustain funding to districts for implementation of strategies (at the district level) to address attendance, mental health, and engagement.

data and models to districts for implementation.

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.

ISAT Assessment Remote Proctoring

Associated Analysis: AOC Recommendations Report, pages 63-65 (below)
Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 69-82

Conclusions

For both the ISAT ELA and ISAT Mathematics assessments, test administration formats followed what would be expected based on school type. Brick-and-mortar schools overwhelmingly administered the assessments in the in-person format while online schools administered them using remote administration.

Across all races, ethnicities, subgroups, grade levels, rurality, and gender, for both the ISAT ELA and ISAT Math, no patterns emerged showing differential or problematic assessment administration patterns. Overall, relatively small percentages of students in all of these categories took the assessment remotely. In-person administration remained the dominant form of administration in Idaho.

In the case of both ISAT ELA and Math, depending on the grade level, race, ethnicity, or subgroup being compared, some differences did emerge in student performance between in-person and remote administration. Depending on what variables were examined, there were instances where remote administration resulted in higher performance and others where the opposite occurred. For example, for this report, 38 individual comparisons were made between groups across all of the figures. Twenty-three resulted in higher scores for remote administration, 13 higher for in-person, and 2 showed no difference. Additional years of data are needed to verify or refute these initial findings. Also, and importantly, it is not known at this time what the underlying causes might be for these differences. However, since the differences vary in their direction, it is possible to be random effect (particularly given some limited group sizes) and is not reason for substantial concern at this time.

Recommendations – ISAT Assessment Remote Proctoring

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue allowing districts (particularly those that are virtual) to remote proctor the ISAT, provided appropriate security measures are used.

Long-term Actions

1. Regularly re-evaluate the ISAT remote administration policy based on updated data.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Continue to support remote administration, as requested by districts and following appropriate security protocols.

Long-term Actions

1. Provide annual data regarding remote proctoring of the ISAT, including student characteristics and ISAT performance disaggregated by assessment administration (remote vs. in-person proctored).

SECTION 2 - DATA ANALYSIS

English Language Arts/Literacy

Data Considerations

- During the past decade or so, consistent and accurate identification of Economically Disadvantaged students has become increasingly difficult because of the increase in the number of schools identified as schoolwide Title I schools. Additionally, during the pandemic, free and reduced lunch has been provided to all students. These changes have made it more challenging for schools to accurately identify students as economically disadvantaged.
- The first year of full administration of the Idaho Reading Indicator (IRI) by Istation was 2018-19. The assessment was not universally administered in Spring 2020 due to pandemic-related school closures, making that year of data unavailable. As a result, at this time, we have juts two years of data (2019 and 2021) with a year in-between. Thus, any conclusions drawn from the data should be considered preliminary, as additional years of data are needed for trends to be clear.
- For all ISAT ELA data, please note that 2017 scores are low relative to other years. This occurred during the early years of the exam when the assessment was undergoing a series of adjustments which may have negatively impacted scores.
- As noted in the Student Achievement Report, in 2017 and again in 2019-20, Idaho lowered the scores an English Learner (EL) must attain on the English Language Proficiency Assessment (the ACCESS). During the years prior to 2019-20, the scores required for exit were quite high and very few students exited the program. This resulted in an increase in the number of EL students. Thus, the 2018-19 ISAT data for ELs and English Learner Proficiency Assessment data should be understood with that expanded population in mind. In 2019-20, an additional 12% of ELs exited the program. Thus, the population of ELs in 2020-21 were more likely to be students genuinely in need of services, and any group size increases are more reflective of growth in the number of English Learners, rather than a lack of exits.

K-4 Literacy – Data Analysis and Interpretation

Idaho Reading Indicator (IRI)

The following interpretations pertain to Figure 6: IRI Fall to Spring Performance in Three Years on page 16 of the 2020-2021 Student Achievement Report, which shows fall and spring IRI performance for the last three school years, as available.

- The pandemic appears to have had a negative impact on IRI performance, as the percent of students at grade level fell 4.6 percentage points between Spring 2019 and Spring 2021.
    - There were 2,013 more students who performed below grade level in 2021 and an additional 1,925 students who performed near grade level.
    - Similarly, there were 4,027 fewer students who performed at grade level in spring 2021 when compared to spring 2019.

And additional graph provides more detail concerning possible pandemic effects and their magnitude. The following interpretations pertain to Figure 7 on page 17 of the 2020-2021 Student Achievement Report, showing fall and spring IRI performance for the past three school years, broken down by grade.

- Looking across the 2018-19, 2019-20, and 2020-21 years, kindergarten was not appreciably affected. Percentages in each performance category fluctuated but these changes are within the range of expected year-over-year changes in performance. This holds true for both fall and spring assessments.

- 1st, 2nd, and 3rd grades appear to have been negatively impacted by the pandemic. In all three grades, Fall 2020 IRI scores were the lowest of the three years, and Spring 2021 scores were also the lowest of the two years of available data. The percentages of students performing at grade level in spring went down in all three grades between 2019 and 2021.
    - 1st grade dropped 7.2 percentage points;
    - 2nd grade dropped 6.1 percentage points; and
    - 3rd grade dropped 3.1 percentage points.

The following interpretations pertain to Figures 8-10 and Figures 16-23 on pages 18-19 and 23-26 of the 2020-2021 Student Achievement Report, which review IRI scores by Race / Ethnicity, Subgroups, and Gender and examine differential scores between student groups and their reference group (students not a part of the subgroup).

- With the exception of Asian or Pacific Islanders and Females, all subgroups performed lower on the Spring 2021 IRI than in Spring 2019. Percentages of students performing below grade level and near grade level increased across all subgroups.

- Figures 16-23 provide additional information about subgroup performance. The graphs compare subgroups of students to relevant reference groups. In all instances, subgroups and their reference groups performed lower Spring 2021 than Spring 2019.
    - With the exception of Students with Disabilities and Economically Disadvantaged Students, performance gaps between subgroups and reference groups slightly increased by 1-2 percentage points.

- The IRI score gap between Students with Disabilities and those without closed slightly between 2019 and 2021. The gap between these groups was 42.7 percentage points in 2019 and decreased to 39.4 percentage points in 2021.
  - The percentage of Students with Disabilities who scored at grade level on the IRI was only a 1.5 percentage points lower in 2021, while the at grade level rate for the reference group was 4.8 percentage points lower.
  - This may be a result of a shift in student population that tested or it may reflect that some of the individualized support provided to Students with Disabilities allowed them to experience less disruption to instruction during the pandemic than their peers. Additional years of data will reveal whether the gap closure between these groups can be maintained.
- The gap between Economically Disadvantaged students and their reference group decreased by .6 percentage point. Although this is a small amount of gap closure and only for one year, it is still a positive finding. Again, it is important to note the population change (fewer students in the Economically Disadvantaged group) that has happened in recent years related to tracking free and reduced lunch status.

The following interpretations pertain to Figure 11 on page 20 of the 2020-2021 Student Achievement Report, which is a new way of looking at IRI data. It examines two years of data and provides the percentages of students who scored in the same performance category or had their performance go up or down the following year.

- Student IRI performance from 2018-19 to 2020-21 was quite consistent.
  - Sixty-six percent of second graders, 75% of third graders, and 71% of all students scored in the same performance category in Spring 2021 that they were at when tested in Spring 2019. This means that a student who was below grade level in Spring 2019 had a high probability of remaining below grade level when tested again in Spring 2021. The same holds for the other two performance categories.
  - There was some movement between performance categories. Fifteen percent of 2nd graders and 11% of 3rd graders in spring 2021 had dropped one or more performance categories over the time interval, and 19% and 14% respectively had increased one or more performance categories.

The following interpretations pertain to Figures 12-15 on pages 21-22 of the 2020-2021 Student Achievement Report. These graphs provide information about full-time versus part-time kindergarten in Idaho.

Definitions:

- ✓ Part-time kindergarteners: Students who attend kindergarten a partial day, 4 to 5 days per week or for a full school day 2 to 3 days per week.

- ✓ Full-time kindergarteners: Students who attend kindergarten for a full school day, 4 to 5 days per week, thus completing similar instructional hours as other elementary students in their LEA.

Additional Data Considerations:

- ➢ The state has not had a defined process for collecting data regarding students attending kindergarten part-time vs. full-time.
- ➢ The state has not provided training to LEAs regarding reporting this data or checking it for accuracy.
- ➢ As the data currently stands, it is difficult to disaggregate the data by student characteristics (race/ethnicity, student subgroup, etc.).
- ➢ Currently, the full-time kindergarten data cannot be separated by students receiving full-time kindergarten for free versus those whose parents are paying a fee. This critical contextual information to understand the performance results is lacking.

Analysis:

- During both 2018-19 and 2020-21, students who attended full-time kindergarten demonstrated more growth on the IRI from fall-to-spring than their part-time kindergarten peers.
- In spring 2019, the IRI proficiency rate for full-time kindergartners (67.2%) was 4.6 percentage points higher than for those who attended part-time.
- In 2021, the proficiency rates for the groups only differed by .5 percentage point. Given the challenges with the 2021 data, it is impossible to know if this is due to changes in the student populations represented, impacts of the pandemic, a flaw in the data, or some other mitigating factor.

Idaho Standards Achievement Test (ISAT) ELA, Grades 3 and 4

The following interpretations pertain to Figures 31, 32, and 34 on pages 34-35 and 37 of the 2020-2021 Student Achievement Report. These figures take a closer look at the ISAT ELA by grade, with a particular emphasis on grades 3 and 4 (in alignment with the Board's priority for accelerated learning).

- Figure 31 and 34 reveal that ISAT ELA scores fluctuate year-over-year. When this natural movement is taken into consideration, the pandemic does not appear to have impacted 3rd and 4th grade ISAT ELA scores over the three-year time span.
    - There was an increase in 3rd grade below basic students over the three years, but the higher percentage in this category in 2021 might fit a trend starting in 2018.

- 4th grade score profiles show no clear up or down trends.

- When mean scores are examined (Figure 32), there does appear to be a modest pandemic effect. Both 3rd and 4th graders' 2021 scores regressed to 2017 and 2018 levels respectively. In both grades, this regression halted three year upward trends in mean scores.
  - It is likely that the variation between these graphs (differences between the score categories shown in Figures 31 and 34 vs. the mean scale scores shown in Figure 32) is reflective of students' yearly scale scores increasing or decreasing within their score categories, but these changes not often shifting them out of the category.
  - Thus, while the impact of the Covid-19 pandemic on 3rd and 4th grade students' ISAT ELA scores was not substantial, it is important to remain vigilant in accelerating instruction for all students in order to address disrupted instruction.

Related English Language Arts Data – Data Analysis and Interpretation

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.

It is important to note that the student achievement percentages in the 2019 Actual Performance and 2021 Actual Performance columns represent continuously enrolled students and not all students. Thus, the values will not exactly match the data in the corresponding Student Achievement Report (the 2021 Actual data will not align exactly to the 2020-21 data in Appendix A), as that data represents all students, not just those continuously enrolled.

Table 1: ESSA Consolidated State Plan Long-term Goals for English Language Arts

Student Group	2016 Baseline	2019 Interim Target	2019 Actual Performance	2021 Interim Target	2021 Actual Performance	2022 Long-Term Goal
All Students (Grades 3-8 and 10)	**53.0%**	**60.8%**	**55.6%**	**66.1%**	**54.5%**	**68.7%**
Economically Disadvantaged	40.6%	50.5%	42.7%	57.1%	40.4%	60.4%
Students with Disabilities	15.0%	29.2%	14.2%	38.6%	13.6%	43.3%
English Learners	6.9%	22.4%	18.9%	32.8%	23.3%	37.9%
Asian or Pacific Islander	65.0%	70.8%	66.2%	74.7%	66.9%	76.7%

American Indian or Alaskan Native	30.6%	42.2%	32.0%	49.9%	29.7%	53.7%
Black / African American	34.1%	45.1%	32.1%	52.4%	31.2%	56.1%
Hispanic or Latino	33.6%	44.7%	36.9%	52.0%	36.2%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	55.6%	52.8%	61.5%	48.3%	64.5%
White	57.9%	64.9%	60.5%	69.6%	59.5%	71.9%
Two or More Races	54.5%	62.1%	57.4%	67.1%	57.1%	69.7%

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for English Language Arts. Additionally, no student group is currently on target to meet 2022 long-term goals.
- Actual 2021 student group performance averaged 14.6 percentage points (range 7.8-25.0) 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).

Idaho Standards Achievement Test ELA, All Grades

The following interpretations pertain to Figures 33-38 on pages 36-41 of the 2020-2021 Student Achievement Report.

- With English Learners being the only exception, there were no appreciable trends up or down and no substantial COVID impacts on ISAT ELA performance categories, whether considering results across all grades and all students (Figure 33), individual grades with all students (Figure 34), students subgrouped by race/ethnicity (Figure 35), students grouped by subgroup (Figures 36-37), or students grouped by gender (Figure 38).
- Although the Idaho public education system continues to be challenged to steadily increase the number of students in higher performance categories and to close achievement gaps, in considering students' ELA performance, the system appears to have been, at least in the near term, relatively resilient to a shock like the pandemic.
- As shown in Figure 36, between 2018 and 2021, English Learners experienced steadily increasing performance. The EL subgroup was the only subgroup that experienced such a substantial, positive trend in assessment performance.
    - Students performing at Proficient and Advanced levels increased nearly 11 percentage points from 12.5% to 23.4%.
    - Students performing Below Basic decreased by 13.6 percentage points from 62.7% in 2018 to 49.1% in 2021.

The following interpretations pertain to Figures 48-51 on pages 51-54 of the 2020-2021 Student Achievement Report. This section reviews ISAT ELA performance differentials (gaps) between subgroups and their relevant reference groups from 2017 to 2021 to reveal trends and any changes to them from 2017 to 2019 or during the pandemic.

- As previously stated, there is evidence the gap between English Learners and native English speakers is narrowing due to improved EL performance. This is a significant positive finding.
- Figure 48 shows a small reduction in the gap between students who are Economically Disadvantaged and their peers. However, as previously noted, analyzing this data is particularly challenging due to changes in how students are being identified as economically disadvantaged.
- Figure 49 reveals a trend that needs attention. Over the four assessments administered between 2017 and 2021, the gap between Students with Disabilities and their reference group steadily increased each year, and over the period of the pandemic this trend did not change.
    - This is particularly interesting given that it conflicts with the gap closure seen between these two groups on the IRI. The 2021-22 performance data for both the IRI and ISAT assessments will be essential in understanding the gap between these groups.
- Figure 51 shows a reduced gap between rural and non-rural students. This may be reflective of fewer school closures and less remote and hybrid learning in Idaho's rural communities during the pandemic.
- Figure 51 reveals substantial changes in gaps between types of schools. The pandemic appears to have been the "great equalizer" across school type.
    - In the past, the largest gap had been between charter schools and district virtual schools with gaps of 20 percentage points or more. In 2021, this gap was reduced to 9 percentage points.
    - Traditional schools, district virtual schools, and virtual charter schools all performed roughly equally on the 2021 assessment. Prior to 2021, the gaps between these three school types ranged from 1 to 14 percentage points.
    - The cause for these reductions might be shifts in school populations resulting from the pandemic (see the Enrollment analysis). Thus, school types that might have historically enrolled lower performing populations may have had more varied populations due to enrollment shifts caused by the pandemic. If higher performing students entered their student populations, it could have caused higher average scores.

- No other gaps narrowed or widened appreciably between 2017 and 2021. What did occur was a slight suppression of scores between 2019 and 2021 that affected subgroups and their relevant reference groups for the most part similarly.

The following interpretations pertain to Figure 39 on page 42 of the 2020-2021 Student Achievement Report.

- There is movement between performance levels, with some students improving performance between 2019 and 2021.
    - Approximately 38% of students who were Basic in 2019 moved into higher performance categories, demonstrating that students who are closer to proficiency may reach it in a reasonable period of time.
    - Of students who scored Below Basic in 2019, 30% moved to Basic, and 9% moved to Proficient or Advanced.
    - 20% of students who scored Proficient in 2019 scored Advanced in 2021.
- Student scores sometimes remained stagnant or worsened between 2019 and 2021.
    - 60% of students who scored Below Basic in 2019 remained Below Basic in 2021.
    - For the Basic and Proficient performance categories, roughly 20-25% of students fell into lower performance categories by 2021.
    - For Advanced students in 2019, 41% dropped into lower performance categories, with a large majority of those performing at Proficient.
- It is interesting to note that the percentages of students moving up from Below Basic and down from Advanced between 2019 and 2021 was roughly the same. About 40% of both groups moved.

Cohort analyses provided additional insights. The following interpretations pertain to Figures 40-42 on pages 43-45 of the 2020-2021 Student Achievement Report. In these graphs, three cohorts of students (students in grades 10, 8, and 7 in 2021) were longitudinally analyzed at the All Student group level by claim score, composite score, and grade.

- These graphs reflect positively on Idaho students, teachers, administrators, and parents/guardians. In all three cohorts, students grow over time on all claims and the composite and their mean scores surpass the proficiency cut. While not all students perform above the cut score, the group averages reflect that a majority do. This accomplishment should be recognized.
- Figures 40-42 do not reveal apparent pandemic effects on mean ISAT ELA scores of these cohorts, either in the composite or individual claims.
    - In general, across all the cohorts reviewed (students in grades 7, 8, and 10 in 2021), growth rates for ISAT ELA were maintained for all claims and the composite.

The following interpretations pertain to Figures 43-47 on pages 46-50 of the 2020-2021 Student Achievement Report. These graphs provide longitudinal cohort data by ELA claims and subgroups. Please note, these graphs represent only one cohort of students, those who were in third grade in 2016 and had progressed to eighth grade in 2021.

- With only a few exceptions, when looking across claims and the composite score, and regardless of the subgroup considered, if a group's mean score falls below the black Proficency Cut Score line in 3rd grade, it is unlikely that the group will ever reach the Proficiency Cut Score line in any of the remaining grades.

- Economically Disadvantaged Students and English Learners have solid growth up through 5th or 6th grade (on all claims and the composite) and then their performance begins to level off.
    - If the strong relative growth that occurs in early elementary were sustained, these two groups would most likely achieve proficiency at some point in their K-12 academic career.

- ISAT ELA mean scores for the Listening and Writing Claims for all race / ethnicity and other student subgroups (Figures 45 and 46) show a slowing of the growth rate between 5th and 8th grades.
    - This cohort of students does not have 7th grade scores because of the pandemic, so it is unknown at this time how instructional disruptions caused by the pandemic might have influenced these scores.

- ELA Research Claim score profiles for student groups and race / ethnicity (Figure 47) show an increase in growth rates between 4th and 5th grades. After the 5th grade, however, the growth rates decrease.
    - Asian / Pacific Islanders; Hawaiian / Other Pacific Islanders; and Black / African Americans are exceptions. Their slow down occurs after the 6th grade.
    - This cohort of students does not have 7th grade scores because of the pandemic, and the pandemic may have had an effect on their mean claim scores.

ESSA Consolidated State Plan Goals – English Learners' Progress in Achieving English Proficiency

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 who are not making expected progress towards English language proficiency by one third by 2023.

Additional Data Considerations:

- Idaho introduced new proficiency and progress measures for English Learners (ELs) in 2020, so the 2021 data cannot be compared to prior years.
- As previously noted, Idaho adjusted the scores required for ELs to exit the program in both 2017 and again in 2019-20. The latter shift was more substantial, and should be kept in mind when reviewing the data.
- The English language proficiency performance distribution in the 2020-21 Student Achievement Report will not match the data provided in Table 2 below. 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 used, these targets were updated in 2019 through an amendment to the Consolidated State Plan.

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 Performance	2021 Interim Target	2021 Actual Performance	2023 Long-Term Goal
English Learners (Grades K-12)	74.1%	75.8%	76.2%	79.3%	48.1%	82.7%

- English Learners did not meet ESSA Consolidated State Plan 2021 Interim Targets for English Language Arts. Additionally, English Learners are not on target to meet 2022 long-term goals.
- The group scored 31.2 percentage points below the target.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data, pandemic effects, and changes to the assessment cut scores and the EL exit criteria (which affected the population identified as EL).

English Language Proficiency Assessment

The following interpretations pertain to Figure 24 on page 28 of the 2020-2021 Student Achievement Report.

- In 2020-21, Idaho EL students spoke 114 native languages, down from 134 in 2018-19. Spanish is the most common (83%). The other four most common languages are Swahili, Arabic, Russian, and Kinyarwanda, with 3% or less speaking each of these languages.

The following interpretations pertain to Figures 25 and 26 on page 29 of the 2020-2021 Student Achievement Report.

- EL performance (all grades) on the English Language Proficency Assessment was consistent in 2018-19 and 2019-20, but lower in 2020-21, with higher percentages of students falling into the the Entering (1), Emerging (2) and Developing (3) categories than the prior two years.
    - While English Learners had strong performance on the ISAT ELA in 2021, their performance on the EL assessment may reflect a slight pandemic effect

- Over the 3 years represented in Figure 26, the percentages of "Waived" students performing at the "Developing" level increased markedly with a decrease in the number of students performing at the "Expanding" level.
    - The "Waived" column represents students who qualified for EL services but whose parents/guardians opted them out.
    - This is a cause for concern, as it may reflect that students who need services are not receiving them.

- The 2020-21 class had a higher number of "1st Year" students who scored at the lowest performance category ("Entering") than was seen in previous years. These students have rudimentary English skills and will need sustained, intensive EL instruction to grow their language skills.

- The "Continuing" columns display the performance of students who have received EL services for more than one year. Student performance was highly consistent across 2018-19 and 2019-20, but performance dropped at the 2020-21 assessment point.
    - The percentage of students performing at the "Expanding" level dropped by 9% from 26% to 17%.
    - All performance categories below "Expanding" increased and those above decreased revealing a widespread deterioration in performance.

The following interpretations pertain to Figure 27 on page 30 of the 2020-2021 Student Achievement Report, which shows the number of EL students who exited per grade in 2021, as well as the length of time they were in the program prior to exiting.

- Most EL students exited in the upper elementary grades, with grade 4 having the highest number of exiters (511) in 2021.
    - Sixty-nine percent (n=1,233) of all exits occurred between 2nd and 5th grade. Of this group, 55% exited after five or more years in the program, 23% exited after four years, and 17% exited after three years.

- Prior to the 4th grade, and as would be expected, a large majority of the exits occur at the three and four year points, whereas during and after the 4th grade, a large majority of exiters have been in the program for five or more years.
- By adding up all of the exiters for 2020-21 (approximately 1,797) and dividing the sum by the total 2020-21 EL population (n=17,753), roughly 10% of the 2020-21 EL population exited. This percentage of exiters is not particularly concerning at this time, as it aligns to national trends.

Mathematics

Data Considerations

- During the past decade or so, consistent and accurate identification of Economically Disadvantaged students has become increasingly difficult because of the increase in the number of schools identified as schoolwide Title I schools. Additionally, during the pandemic, free and reduced lunch has been provided to all students. These changes have made it more challenging for schools to accurately identify students as economically disadvantaged.

5-9 Math – Data Analysis and Interpretation

Idaho Standards Achievement Test (ISAT), Grades 5-8

The following interpretations pertain to Figure 56 on page 59 of the 2020-2021 Student Achievement Report. This graph focuses solely on 5th through 8th grades across 2017 to 2021.

- Between 2017 and 2019, the percentage of students performing at the Advanced level increased by roughly 2 to 3 percentage points, but these gains were lost in 2021. 2021 Advanced percentages regressed to levels slightly lower than those in 2017. This likely reflects an impact of the Covid-19 pandemic.
- Between 2017 and 2019, 5th, 6th, and 7th grades each experienced a little over 2 percentage point decreases in the Basic category, but the percent of students who scored Basic returned to 2017 or 2018 levels in 2021.
- For grades 5-8 across the pre-pandemic years 2017-2019, no notable changes occurred in either the Below Basic or Proficient categories.
- Percentages of students who scored Below Basic jumped to their highest levels ever in 2021, and percentages in the Proficient category dropped to their lowest levels ever.

Grades 8 and 9 Math Course Completion

Data analyses, conclusions, and recommendations regarding 8th and 9th grade course completion data will be covered in an addendum available in summer 2022.

Related Mathematics Data – Data Analysis and Interpretation

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.

It is important to note that the student achievement percentages shown in Table 3 in the 2019 Actual Performance and 2021 Actual Performance columns represent continuously enrolled students and not all students. Thus, the values will not exactly match the data in the Student Achievement Reports for the corresponding years (the 2021 Actual Performance will not match Appendix A), because the data in the Student Achievement Report represents all students, not just those who are continuously enrolled.

Table 3: ESSA Consolidated State Plan Long-term Goals for Mathematics

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

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for mathematics. Additionally, no student group is on target to meet 2022 long-term goals.
- Actual 2021 student group performance averaged 20.4 percentage points (range 11.1-29.7) 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).

Idaho Standards Achievement Test - Math, All Grades

The following interpretations pertain to Figure 52 and 57 on pages 55 and 60 of the 2020-2021 Student Achievement Report, which provides the all students, all grades ISAT Math data from 2014-15 to 2020-21 and the ISAT Math Performance by Grade for 2018 through 2021.

- The "All Students, All Grades" group made incremental progress between 2014-15 and 2018-19. However, between 2018-19 and 2020-21, the gains eroded.
    - From 2014-15 to 2018-19, the percentage of students scoring Advanced increased by 6 percentage points. In 2021, the percent Advanced fell back to 2016-17 levels.
    - The percent for Proficient remained relatively stable from 2014-15 to 2018-19, but decreased by 1.8 percentage points between 2018-19 and 2020-21.
    - The percent of students scoring Basic decreased by about 4 percentage points from 2014-15 to 2018-19. In 2021, the percentage performing Basic returned to roughly the levels found during the two years prior to the pandemic (i.e., 2017-18 and 2018-19).
    - While the percentage of students scoring Below Basic remained relatively stable from 2014-15 to 2018-19, it increased by 3.1 percentage points in 2020-21 to the highest level ever since the start of administering the ISAT by Smarter Balanced assessment. This equates to an additional 4,839 students scoring Below Basic when compared to the number who would have done so if the historical average was applied.
- Figure 57 displays student scores by grade. For all grades except high school, 2020-21 resulted in the lowest percentages of students performing at Proficient and Advanced levels over the 2017-18 to 2020-21 time interval. Reductions from 2019 levels ranged from 1.9 to 3.4 percentage points.
- Percentages at the Basic level changed very little over this period, but Below Basic percentages did. From 2019 to 2021, students scoring Below Basic increased from 1.1 percentage points (high school) to 4.8 percentage points (grade 4).

- Percentages of high school students scoring Proficient or Advanced remained stable from 2019 to 2021.

The following interpretations pertain to Figures 58-64 on pages 61-67 of the 2020-2021 Student Achievement Report. These graphs provide ISAT Math data by grade, race/ethnicity, student subgroups, and gender, and compare scores between the student groups and their reference groups (students not a part of the subgroup).

- Figure 58 displays scores across 2018 to 2021 for race/ethnicity. Across all subgroups, percentages of students scoring Below Basic increased between 2019 and 2021 after holding relatively steady in 2018 and 2019. Increases ranged from 1.5 to 10.6 percentage points.
    - The Native Hawaiian, Pacific Islander group experienced the 10.6 percentage point increase in students scoring Below Basic. With no intent to minimize the magnitude and importance of this change, it is notable that this is the smallest race/ethnicity group (approximately 500 students statewide), resulting in the possibility of substantial variation in the group's year-over-year statistics.
    - The American Indian or Alaskan Native and Hispanic/Latinx groups experienced increases in the percentage of students scoring Below Basic of 5.4 and 5.2 percentage points, respectively.
- As shown in Figures 59-60 and 62-64, with the exception of English Learners, performance differentials between student subgroups (Economically Disadvantaged, Students with Disabilities, Migrant, and Foster) remained the same or slightly worsened during the pandemic.
    - English Learners substantially improved in performance between 2018 and 2019 and then sustained all of those improvements in 2021 (Figure 59). The comparison of ELs to their reference group (Figure 62) further indicates that the gap between these groups is closing, even through the pandemic. This is exceptional performance that should be recognized.
    - After stable performance during 2018 and 2019, Economically Disadvantaged students performing Below Basic increased 4.6 percentage points (Figure 59). While the ISAT Math proficiency rate for Economically Disadvantaged students decreased in 2021, the gap between these students and their peers closed slightly (Figure 62).
    - Students with Disabilities experienced a steady but a small deterioration in performance across all three years (Figure 59). The percentages of Students with Disabilities scoring Below Basic increased from 69.7% in 2018 to 71.3% in 2019 and then to 73.2% in 2021.
        - ISAT Math performance of Students with Disabilities does not appear to have been impacted by the pandemic, and ISAT Math performance

differential between Students with Disabilities and their peers closed slightly between 2019 and 2021 (Figure 64).

- Migrant students appear to have been impacted by the pandemic. After improved scores in 2019 (fewer students in basic and below basic and more students proficient), Migrant students lost ground in 2021.
  - The percentage who scored proficient or advanced decreased by over 4 percentage points, while the below basic category grew by 6.6 percentage points (Figure 60).
  - The differential in ISAT Math proficiency rates between Migrant students and their peers grew slightly in 2021 (Figure 63).
- Students in Foster Care have had a slight increase in the percentage of students scoring Basic or Below Basic in 2021 when compared to the two prior years (Figure 60). ISAT Math proficiency rates were also down for both Students in Foster Care and their reference group, but the differential between them closed slightly between 2019 and 2021 (Figure 63).

- Figure 61 displays 2018-2021 scores by gender. After stable performance across 2018 and 2019, male and female performance slightly dropped in 2021.
  - The percent of females who scored Below Basic increased by 4.8 percentage points in 2021; the percent of males performing Below Basic went up by 2.2 points.
  - Basic performance remained stable between 2019 and 2021, but percentages of students performing at Proficient and Advanced went down slightly.

The following interpretations pertain to Figure 65 on page 68 of the 2020-2021 Student Achievement Report, which compares the ISAT Math performance of schools based on school type and by rural / non-rural from 2017 to 2021.

Additional Data Considerations:

- Concerning rural/non-rural performance changes, these may be reflective of fewer school closures and less remote and hybrid learning in Idaho's rural communities during the pandemic; however, further research is needed to support or refute this hypothesis.

- Concerning performance by school type, it is important to consider shifts in student populations, particularly since some student mobility was driven by the pandemic and was probably temporary. Thus changes in performance might be due to an influx of students from district schools during (and due to) the pandemic which may have altered the population characteristics in these schools; however, further research is needed to support or refute this hypothesis.

Analysis:

- It appears the pandemic served as an equalizer of performance across these groups since most historical differences between them substantially decreased.
- The pre-pandemic historical gap between rural and non-rural districts of about 8 percentage points decreased to 4.6 percentage points in 2021.
- The pre-pandemic historical range of 26-35 percentage point gaps between charter schools and virtual schools and virtual charter schools decreased to 10-15 percentage points in 2021.
- The pre-pandemic historical range of 13-21 percentage point gaps between traditional schools and virtual schools and virtual charter schools decreased in 2021 to 0 percentage points for virtual charter schools and 5 points for virtual schools.
- The only school types that did not experience a substantial change in gap was between charter schools and traditional schools. The pre-pandemic historical gap had been decreasing each year 1-2 percentage points from a 14 point high in 2017. This trend continued during the pandemic when the gap hit a low of 10 percentage points.
- Math proficiency in virtual charter schools and virtual schools most likely benefited from the pandemic. Math proficiency increased 10-14 percentage points between 2019 and 2021.
- Math proficiency in traditional schools and charter schools was most likely negatively impacted by the pandemic. Math proficiency decreased 5-6 percentage points between 2019 and 2021.

The following interpretations pertain to Figures 53-55 on pages 56-58 of the 2020-2021 Student Achievement Report. These graphs provide a longitutdinal analysis of ISAT Math composite and claim scores for the cohorts of students in grades 7, 8, and 10 in 2020-21.

- Figures 53 and 54 follow two cohorts from their 3rd grade year to 2021 (when they were in 7th and 8th grade, respectively). Between 3rd and 4th grades, both cohorts grew at rates similar to the black Proficiency Line on all claims and the composite score. Then between 4th and 5th grades, both cohorts diverge from the Proficiency Line and begin underperforming on all claims and the composite.
    - The divergence between the cohorts' mean performance and the proficiency cut (for all claims and the composite score) continues and becomes more pronounced throughout the later grades.
    - While both cohorts experienced substantial divergence between their mean performance and the proficiency cut pre-pandemic, it is likely instructional disruptions during the pandemic exacerbated this trend in 2021 (though the extent is not yet fully clear).

- Figure 55 displays results by claim and composite score for the 10th grade cohort. The 10th grade cohort exhibited a noticeable decrease in performance relative to the Proficiency Cut Line (for all claims and the composite) after the 4th grade.
    - From the 5th grade to the 8th grade, both composite and claim scores tracked roughly parallel to the Proficiency Line but consistently underperformed it.
    - After the 8th grade, there was a substantial downturn in the composite and claim scores resulting in negatively sloped lines, meaning that on average achievement scores decreased between 8th and 10th grades. How much this decrease was caused or exacerbated by the pandemic is unknown at this time.
    - Please keep in mind that this cohort's 4th grade year was 2015. Idaho adopted the Idaho Core Standards in 2011 but it took Idaho educators 3-4 years to implement the significant curricular and instructional changes required by the new, more rigorous standards. Additionally, the 2014-15 year was the first full administration of the ISAT by Smarter Balanced assessment. Thus, this cohort probably did not receive as closely aligned curriculum and instruction to the new standards that the previously discussed 7th and 8th grade cohorts received.
- No matter the cohort, there are slight but consistent performance differentials across the claims with student performance being highest on "Concepts" and lower on both "Solve Problems" and "Reason, Communicate."

College and Career Readiness, Graduation, and Go On

College and Career Readiness

An important outcome of Idaho's K-12 public education system is College and Career Readiness. The following information provides results of analyses of a series of figures in the 2020-2021 Student Achievement Report displaying College and Career Readiness data.

Data Considerations

- College and Career Readiness is measured differently at different grade levels. The data provided in the Student Achievement Report combines the data for all students, grades 8 to 12, so multiple metrics are included. For grades 8 and 9, the measure calculates participation in advanced math. For high school students, the measure indicates participation in advanced and CTE coursework, including AP courses, IB courses, dual credit courses, apprenticeships, and qualifying for a CTE technical competency credit.
- Group sizes for Foster students, Migrant students, and to a lesser degree English Language Learners are quite small so the yearly statistics for these groups may vary more than they would if the group sizes were larger. This makes comparisons over shorter spans of time more unreliable.

- No disruptions in collecting this data occurred because of the pandemic.

The following interpretations pertain to Figures 83-85 on pages 84-86 of the 2020-2021 Student Achievement Report. These graphs provide College and Career Readiness data for 2018 to 2021 for all students and also disaggregated by a number of subgroups.

- College and Career Readiness for the All Students group (grades 8-12) fell to an all-time low of 81.5 % during the pandemic years of 2020 and 2021. The low was 7.1 percentage points below the all time high, 88.6%, attained in 2019.
- With the exception of Migrant and Foster Students, all other groups represented in these figures experienced decreases during the pandemic years. Decreases from pre-pandemic highs averaged 10.2 percentage points.
    - Following is decrease in College and Career Readiness by student subgroup: English Learners (7.1), Economically Disadvantaged (12.7), Students with Disabilities (22.0), Hispanic or Latino (6.9), Females (5.4), and Males (8.8).
    - After having increased from 73.0% in 2018 to 82.4% in 2019, Migrant Students held relatively steady across 2020 (79.9%) and 2021 (83.8%). This is a quite small group of students so statistics may fluctuate more.
    - After having decreased from 78.1% in 2018 to 71.4% in 2019, Foster Students held relatively steady across 2020 (68.6%) and 2021 (70.0%). This is a very small group of students so statistics may fluctuate more.
- Between 2018 and 2021, the size of performance differentials between student subgroups and their reference groups varied depending on the group. Some increased, some remained the same, and some decreased.
    - The gap in scores between Economically Disadvantaged students and their peers expanded from roughly 8 percentage points prepandemic to 11.9 in 2021.
    - The differential for Students with Disabilities expanded from roughly 25-30 percentage points prepandemic to 41.3 in 2021.
    - The differences between genders expanded from roughly 2.5-3.5 percentage points prepandemic to 6.8 in 2021.
    - After a 7 percentage point reduction between 2018 and 2019, the differential for Migrant Students continued to decrease during the pandemic so that the group was 2.4 percentage points *higher* than their reference group in 2021. The 2021 percentage of 83.8% is an all-time high for this group. This is a small group of students so statistics will have greater variability year-over-year, but if this trend continues in future years, this will be a very positive finding.
    - After expanding 9 percentage points to a 17.2 point difference between 2018 and 2019, the differential for Foster Students decreased to 11.5 percentage points in 2021. This reduction, however, was mostly due to decreases in

reference group performance instead of improved scores for Foster Students, which were stable during 2020 and 2021. This is a very small group of students so statistics may fluctuate more.

- English Learner differentials appeared to cycle up and down between 2018 and 2021. The differential expands one year to 21-22 percentage points and then decreases the next to 17.0. This cycle occurred twice between 2018 and 2021. Additional years of data are needed to establish trends in this data.
- Hispanic or Latino student differentials remained in a tight range of 2-3 percentage points across 2018 to 2021. This is a very positive finding and should be recognized and celebrated. But having said this, renewed efforts are needed so even a differential this small is rapidly closed in the coming years.

The following interpretations pertain to Figure 86 on page 87 of the 2020-2021 Student Achievement Report. This graph provides College and Career Readiness data for 2018 to 2021 disaggregated by school type and rural/non-rural.

- Percentages of College and Career Readiness for Charter Schools steadily decreased by one percentage point each year from 94% in 2018 to 91% in 2021.
- Traditional Schools hit an all-time low of 85% in 2021 after remaining between 89% to 92% the previous three years.
- College and Career Readiness percentages for a small group of Virtual School students (less than 100 in size) grew from a low in 2018 of 58% to 72% in 2020. Between 2020 and 2021, this group's size more than tripled and the percentage participating increased to 85%, on par with Charter Schools and Traditional Schools.
- College and Career Readiness percentages for Virtual Charter Schools increased from 57% and 56% in 2018 and 2019 to 63% in 2020. The percentage then fell back to 60% in 2021. There might have been a slight upward trend in this data that was then attenuated by the pandemic, but given the relatively small size of this group and no strong trends, additional years of data are needed.
- Rural School percentages of College and Career Ready students held steady at 91% for 2018 and 2019. This percentage dropped to 88% in 2020 and then to 80% in 2021. It appears this group of students may have been negatively impacted by the pandemic.
    - From 2018 to 2020, Rural Schools had higher percentages of College and Career Ready students when compared to Non-Rural Schools, but the differential was decreasing each year. It dropped from a high of 7.8 percentage points in 2018 to 3.0 percentage points in 2020. Between 2020 and 2021, however, Non-Rural Schools began to outperform Rural Schools by 2.2 percentage points.

- Non-Rural School percentages increased from 83% to 87% between 2018 and 2019, decreased to 85% in 2020, and then decreased again to 82% in 2021. It appears this group of students was also negatively impacted by the pandemic.

College Entrance Exams – Data Analysis and Interpretation

PSAT

Additional Data Considerations:

- The PSAT is fully optional for students. Thus, results should not be generalized to all high school students in Idaho.
- The SAT college entrance exam has historically been required for graduation, so students taking it were likely doing so with the assumption it was required.

The following interpretations pertain to Figure 88 on page 89 of the 2020-2021 Student Achievement Report, which shows the state's PSAT results for 10th grade students in 2019 to 2021. Please note, the PSAT was administered during the pandemic year of 2020, however, the number of students tested that year was less than normally expected (16,822 in 2020 vs. 19,899 in 2019).

- No trends are detectable in PSAT scores across 2019, 2020, and 2021. Instead, student performance across all categories was quite stable.
- Each year, 31% to 37% of students met one of the following benchmark categories: both benchmarks, the math benchmark, and neither benchmark.
- The percentage of students across all three years meeting the "Evidence-based Reading, Writing" benchmark was highly consistent and varied between 61% and 62%.
- Across the three years, an average of 32% met both benchmarks and thus would be considered on-track for college and career readiness.

SAT

The following interpretations pertain to Figure 87 on page 88 of the 2020-2021 Student Achievement Report, showing the percentage of 11th grade students who met the college readiness scores on the SAT from 2016 to 2021. Please note that universal, state-wide admistration of this assessment was not done in 2020.

- The percentage of students meeting both SAT college readiness benchmarks started in 2016 at 33% and by 2019 had dropped to 31%. Between 2019 and 2021, the percentage further dropped to 29%.

  - Whether this additional two percentage point drop was due to the pandemic is unknown.

- It appears that the pandemic did not worsen the downward trend of SAT performance. Trends that were already established prior to the pandemic years (i.e., 2020 and 2021) continued. For example, a clear trend downward in percentage of students meeting "Evidence-based Reading, Writing" continued, with the trend beginning at 62% in 2016 and dropping consistently over time to a low of 53% in 2021.
  - This score dropped 3 percentage points during the pandemic, but a similar 3 percentage point decrease occurred between 2017 and 2018, well in advance of the pandemic. The other year-over-year drops were 1 to 2 percentage points.

- The percentage of students not meeting either benchmark increased between 2016 and 2021. In 2016, 36% didn't meet either benchmark. This percentage steadily increased over the years, gaining 1 to 3 percentage points per year, to 45% in 2021, with no interruption by the pandemic.
  - While the percentage increased by 3 percentage points during the pandemic between 2019 and 2021, a 3 percentage point increase had previously occurred from 2017 to 2018.

- About a third of Idaho students meet the math benchmark. This score has also trended slightly downward over time. This low performance correlates with the low performance of Idaho high school students on the 10th grade ISAT Math assessment.

4 and 5 Year Graduation Rates – Data Analysis and Interpretation

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.

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.

ESSA Consolidated State Plan Goals – 4 Year and 5 Year Cohort Graduation 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 Long-Term Goal
All Students	**79.7%**	**87.3%**	**80.7%**	**92.4%**	**80.1%**	**94.9%**
Economically Disadvantaged	71.9%	82.4%	72.5%	89.5%	70.0%	93.0%
Students with Disabilities	60.5%	75.3%	56.1%	85.2%	56.0%	90.1%
English Learners	73.3%	83.3%	74.4%	90.0%	61.0%	93.3%
Asian or Pacific Islander	83.1%	89.4%	88.9%	93.7%	86.0%	95.8%
American Indian or Alaskan Native	58.5%	74.1%	67.6%	84.4%	69.0%	89.6%
Black / African American	77.8%	86.1%	73.6%	91.7%	68.0%	94.5%
Hispanic or Latino	73.7%	83.6%	73.9%	90.1%	72.0%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	81.1%	76.5%	88.6%	75.0%	92.4%
White	81.3%	88.3%	82.6%	93.0%	83.0%	95.3%
Two or More Races	77.3%	85.8%	79.0%	91.5%	77.0%	94.3%

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for 4-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2022 long-term goals.
- Actual 2021 student group performance averaged 17.6 percentage points (range 7.7-29.2) 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 2020 Interim Target**	**Class of 2020 Actual**	**Class of 2022 Long-Term Goal**
All Students	**82.0%**	**90.1%**	**84.1%**	**95.5%**
Economically Disadvantaged	75.0%	86.3%	77.0%	93.8%
Students with Disabilities	65.5%	81.0%	62.0%	91.4%
English Learners	79.3%	88.6%	69.0%	94.8%
Asian or Pacific Islander	88.0%	93.4%	90.0%	97.0%
American Indian or Alaskan Native	67.5%	82.1%	68.0%	91.9%
Black / African American	75.6%	86.6%	73.0%	93.9%
Hispanic or Latino	78.4%	88.1%	79.0%	94.6%
Native Hawaiian / Other Pacific Islander	79.7%	88.8%	76.0%	94.9%
White	83.1%	90.7%	86.0%	95.8%
Two or More Races	79.3%	88.6%	82.0%	94.8%

*2019 data is not provided, as this indicator was added through a 2019 amendment to Idaho's Consolidated State Plan; and due to timing of data being available, was not included in the AOC's February 2020 Recommendations Report.

- No student group met ESSA Consolidated State Plan 2020 Interim Targets for 5-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2022 long-term goals.
- Actual 2020 student group performance averaged 10.8 percentage points (range 3.4-19.6) 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.

4 Year and 5 Year Cohort Graduation Rates

The following interpretations pertain to Figure 89 on page 90 of the 2020-2021 Student Achievement Report. Please note, there was no pandemic data interruption for this metric.

- 4 year cohort graduation rates slowly increased between 2017 and 2020 (by a total of 2.4 percentage points). These gains were mostly lost in 2021 when graduation rates dropped back to pre-2018 levels.
- The 5 year cohort graduation rates between 2017 and 2020 were 1.2 to 4.0 percentage points per year higher than the 4 year graduation rates.

The following interpretations pertain to Figures 90 and 94 Graduation Rates (four and five year) by School Type on pages 91 and 94 of the 2020-2021 Student Achievement Report, illustrating graduation rates by school type. There was no pandemic disruption to data collection of this metric.

- 4 year graduation rates for traditional schools varied slightly from 2018 to 2021, but the fluctuations are probably due to random variation. Thus, there appears to have been no pandemic effect on graduation rates for traditional schools.
- All the other school types experienced noticeable trends up or down between 2018 and 2021. These trends were evident during 2018 and 2019, the two years prior to 2020 when the pandemic began. The trends either continued through 2020 and 2021, the two pandemic years, or leveled off.
    - Charter schools' 4 year graduation rates decreased by 13 percentage points over the four years.
    - Alternative schools increased by 9 percentage points.
    - Virtual charters increased 24 percentage points and continued to grow during the pandemic years.
    - Alternative virtual charter schools grew 8 percentage points and continued to grow during the pandemic.
    - District-run virtual schools grew 37 percentage points and continued to make progress during the pandemic years. It is important to note that district-run virtual schools had significant increases in student enrollment during the pandemic, as many districts created virtual schools as a response to feedback from families or in expectation of potential closures.
- Five year graduation rates (Figure 94) followed the trends outlined above for 4 year graduation rates by school type. Only 3 years of data were included (versus 4 years of data for the 4 year rates), as the 2021 cohort's 5 year rate cannot yet be calculated.
- The 5 year graduation rate is a critical metric for alternative schools, given that the students they serve enter their schools off-track for four year completion.
    - For alternative schools (typically district-run), the 5 year graduation rates were 8 to 10 percentage points higher than the 4 year graduation rates for the same cohorts. This is a substantial increase in the number of students who graduated and should be recognized.
    - Similarly, alternative virtual charter schools experienced 2 to 8 percentage point increases in their 5 year graduation rates.
    - These 5 year graduation rates reveal the importance of these schools to their students' likelihood of graduation.

The following interpretations pertain to Figures 91 and 95 Graduation Rates by Race/Ethnicity on pages 92 and 95 of the 2020-2021 Student Achievement Report. There was no pandemic disruption to collection of this data.

- American Indians or Alaskan Natives made significant gains in their 4 year cohort graduation rates between 2018 and 2021, increasing by 8 percentage points. This is exceptional progress and should be recognized. 5 year graduation rates for this group were 2 to 3 percentage points higher than the 4 year rates between 2018 and 2020.
- The Native Hawaiians / Other Pacific Islander group made a 4 percentage point gain between 2018 and 2019, sustained it in 2020, and lost only 1 percentage point in 2021. 5 year graduation rates were 0 to 5 percentage points higher than the 4 year rates.
- The Two or More Races group had a similar profile, with a 5 percentage point gain from 2018 to 2019, which was sustained in 2020, and only a 2 point drop in 2021. From 2018 to 2020, the 5 year graduation rates were 2 to 3 percentage points higher.
- The graduation rate trends of both Native Hawaiians/Other Pacific Islander and Two or More Races represent strong performance worth celebrating.
- The 4 year graduation rates of the Asian and Black / African American groups increased by a few points from 2018 to 2020, but fell back in 2021 to 2018 levels (Asian) or lower (Black / African American). During 2018 to 2020, 5 year graduation rates were 1 to 3 percentage points higher than the 4 year rates for Asians and 3 to 5 percentage points higher for Black / African Americans.
- Prior to the pandemic, the 4 year graduation rates for the Hispanic or Latino group went up and down by two percentage points per year. The group's 4 year rate dropped 4 percentage points between 2020 and 2021. The group's 5 year graduation rates from 2018 to 2020 were 3 to 4 percentage points higher than the 4 year rates.
- The largest race/ethnicity group in Idaho is White, thus, its statistics will usually have smaller random fluctuations. From 2018 to 2020, graduation rates increased by 1 percentage point per year. The group's 4 year graduation rate was 1 percentage point lower for 2021. The White group's 5 year graduation rates from 2018 to 2020 were 2 percentage points higher than the 4 year rates.

The following interpretations pertain to Figures 92-93 and 96-97 Graduation Rates by Student Subgroups on pages 92-93 and 95-96 of the 2020-2021 Student Achievement Report. Please note that continuous data is available leading up to and during the pandemic.

- The 4 year and 5 year graduation rates of Students with Disabilities, Females, and Males did not appear to be significantly impacted by the pandemic.
    - The 4 year graduation rate for Students with Disabilities decreased by 3 percentage points from 2020 to 2021, but an identical drop had occurred across

2018 and 2019 so the pandemic effect, if there was one, was no greater than previous fluctuations.

  - 5 year graduation rates for these groups were 1 to 5 percentage points higher than their 4 year rates.

- Students of Military Families and Students Who are Homeless appeared to experience substantial negative pandemic effects.
  - For Students of Military Families, 4 year graduation rates were stable across 2018 and 2019, but during both 2020 and 2021 rates dropped 4 to 5 percentage points each year.
  - The Homeless Student graduation rate dropped to its lowest level during the past 4 years in 2021, about 4.5 percentage points below the average of the previous 3 years and 7 percentage points lower than its highest point. This is a relatively small group of students so statistics will fluctuate over time, but it is probable that this low was influenced by the pandemic.
  - 5 year graduation rates from 2018 to 2020 were higher than 4 year rates by 1 to 3 percentage points for Students of Military Families and 3 to 5 percentage points for Students Who are Homeless.

- Students in Foster Care did not appear to experience a significant pandemic effect on their graduation rates (4 year or 5 year). However, both the 4 and 5 year cohort graduation rates for this group show a significant drop from 2018 to 2019.
  - The 4 year rate dropped from 47% to 39% between 2018 and 2019. The 5 year rates similarly fell from 52% in 2018 to 41% in 2019.
  - Additional analysis, particularly in regards to whether there were data collection or student population changes, is needed to determine whether this is truly concerning.

- During 2021, the 4 year graduation rates for Economically Disadvantaged, English Learners, and Migrant Students all decreased to the lows of the previous 3 years or to new lows.
  - Economically Disadvantaged students' 4 year graduation rate dropped 2.6 percentage points below the average of the previous three years in 2021. 5 year graduation rates were 3 to 4 percentage points higher than 4 year rates between 2018 and 2020.
  - The 4 year graduation rate of English Learners decreased substantially in 2020 and 2021, the two years impacted by the pandemic. In 2018, the group had a 76% 4 year graduation rate. This fell by 2 points in 2019, 9 points in 2020, and an additional 4 points in 2021 to 61%. This 15 percentage point drop should be investigated. The group's 5 year graduation rates from 2018 to 2020 were 3 to 5 percentage points higher than the 4 year rates.

- The 4 year graduation rate drop for Migrant Students was from 70% in 2020 to 64% in 2021, but this amount of decrease also occurred between 2018 and 2019, so it may reflect normal year-over-year fluctuation in these statistics due to the size and composition of the group. 5 year graduation rates from 2018 to 2020 were 3 to 6 percentage points higher than the group's 4 year rates.

Go On Rates – Data Analysis and Interpretation

The following interpretations pertain to Figures 98 and 99 on pages 97-98 of the 2020-2021 Student Achievement Report, which show the percentage of students who pursued postsecondary education within one year of high school graduation, including all students, by race/ethnicity, and by student subgroup for the graduating classes of 2018 through 2020 (the most recent year of data available).

- Go on rates for all groups and subgroups declined between 2018 and 2020.
- The All Students group declined 9.8 percentage points from 51.2% in 2018 to 41.4% in 2020.
- All other groups and subgroups declined between 2018 and 2020 within a range of 1.9 to 23.4 percentage points.
  - There was a 23.4 percentage point drop for Native Hawaiian/Pacific Islander. However, this is a very small group (62 to 79 students over the three years of data). Small samples can experience much larger variations in descriptive statistics such as these.
- Larger group sizes including Hispanic or Latino, Economically Disadvantaged, and Students with Disabilities declined an average 7.3 percentage points between 2018 and 2020.

The following interpretations pertain to Figures 100 and 101 on page 99 of the 2020-2021 Student Achievement Report, illustrating the percentage of students who pursued postsecondary education within two years of graduation, for the graduating classes of 2017 through 2019 (the most recent available).

- Two year go on rates for the All Students group increased from the one year rates by an average of 4.8 percentage points.
- Two year go on rates for all other groups and subgroups increased an average of 4.5 percentage points above the one year rates. Please note: the Native Hawaiian/Pacific Islander was not included in the average calculation, as it was considered an outlier (the 2018 increase was 0 percentage points and the 2019 increase was 8.9 percentage points). This large fluctuation is probably due to the small group size.

Enrollment, Attendance, and Engagement

Enrollment—Data Analysis and Interpretation

Data Considerations

- The extent to which any enrollment changes reflect pandemic effects is unclear. To fully understand the impact, additional analyses, including population changes (inflows and outflows) and demographic changes, would need to be incorporated into comparisons between enrollments prior to, during, and after the pandemic.

Analysis

The following interpretations pertain to Figure 2 on page 12 of the 2020-2021 Student Achievement Report, which outlines enrollment for fall, winter, and spring for 2019-20 and 2020-21 for the elementary grades (K-5).

- There is evidence of negative pandemic effects on kindergarten through 5th grade same grade enrollments between fall 2019 and fall 2020.
    - Kindergarten through 5th grade 2019 fall enrollments by grade were consistently higher than fall enrollments in 2020 in the same grades. Same grade enrollments dropped on average 598 students (range: 242-857).
- During 2019-20, grade level enrollments across fall, winter, and spring remained constant.
- During 2020-21, grade level enrollments increased slightly and systematically across fall, winter, and spring. The average grade level growth was 259 students from fall to spring (range: 180 to 323).
- When fall-to-fall enrollments for a class of students are compared, relatively small changes in class sizes occur.
    - For example, the difference between fall 2019 Kindergarten enrollments and fall 2020 1st grade enrollments shows a gain of 52 students. When the same comparisons are done with 1st through 5th grades, however, they lost an average of 134 students over the same time interval.

The following interpretations pertain to Figure 3 on page 13 of the 2020-2021 Student Achievement Report, which shows fall, winter, and spring enrollment data for 2019-20 and 2020-21 for the middle school grades (6-8).

- Possible pandemic effects on same grade enrollments varied by grade level between fall 2019 and fall 2020.

  - When the fall 2019 6th grade class is compared to the fall 2020 6th grade class, enrollments decreased by 1,089 students.
  - Fall to fall 7th grade enrollments decreased by 124 students and 8th grade increased by 515 students.

- 2019-20 6th, 7th, and 8th grade enrollments decreased an average of 95 students across fall, winter, and spring (Range: 69-119).
- 2020-21 6th, 7th, and 8th grade enrollments increased an average of 93 students across fall, winter, and spring (Range: 63-113).
- When fall-to-fall enrollments for a class of students are compared, relatively small changes in class sizes occur.
  - For Fall 2019 6th grade vs. Fall 2020 7th grade enrollment, there is a gain of 6 students.
  - For Fall 2019 7th grade vs. Fall 2020 8th grade, a loss of 118 students occurs.
  - For Fall 2019 8th grade vs. Fall 2020 9th grade, a gain of 122 students occurs.

The following interpretations pertain to Figure 4 on page 13 of the 2020-2021 Student Achievement Report, showing the fall, winter, and spring enrollment for 2019-20 and 2020-21 for the high school grades (9-12).

- When the Fall 2019 9th grade class is compared to the Fall 2020 9th grade class, enrollments decreased by 129 students. When the same comparisons are made for 10th, 11th, and 12th graders, class sizes increase 643, 121, and 557, respectively.
- 2019-20 9th, 10th, 11th, and 12th grade enrollments decreased an average of 532 students across fall, winter, and spring (Range: 189-902). 2020-21 9th, 10th, 11th, and 12th grade enrollments decreased an average of 680 students across fall, winter, and spring (Range: 163-1261).
- Enrollments declined when classes of students are followed across grade levels fall-to-fall.
  - Fall 2019 9th grade vs. Fall 2020 10th grade enrollments show a decrease of 344 students.
  - Fall 2019 10th grade vs. Fall 2020 11th grade shows a loss of 876 students.
  - Fall 2019 11th grade vs. Fall 2020 12th grade shows a loss of 380 students.

The following interpretations pertain to Figure 5, Enrollment by School Type on page 14 of the 2020-2021 Student Achievement Report. This graph shows the fall, winter, and spring enrollments for 2019-20 and 2020-21 based on school type (traditional district schools, charter schools, district-run virtuals, charter virtual schools).

- Changes in enrollment from Fall 2019 to Fall 2020 varied by school type.
    - The school type with the largest influx of students was District-run Virtual Schools, with a gain of over 10,800 students from Fall 2019 to Fall 2020. This likely reflects the creation of new district-run virtuals in response to the pandemic.
    - Charter Virtual Schools had the second highest gain, with an increase of over 3,700 students from Fall 2019 to Fall 2020.
    - Charter Schools (typically brick-and-mortar) gained almost 1,800 students.
    - Traditional district schools had an enrollment decrease of nearly 19,000 students from Fall 2019 to Fall 2020. This decrease appears to have been mostly absorbed by the other school types.
- Changes during both the 2019-20 and 2020-21 school years (from fall to spring) varied by school type.
    - In 2019-20, Charter Virtual Schools and District-run Virtual Schools had small increases in enrollments from fall to spring.
    - In 2019-20, Charter Schools and Traditional District Schools had small decreases in enrollments from fall to spring.
    - In 2020-21, Charter Virtual Schools saw a slight increase from fall to winter (73 students), but a dropoff of 552 students in spring.
    - In 2020-21 District-run Virtual Schools experienced attrition from fall to winter (684 students) and winter to spring (an additional 265 students).
    - Charter Schools also experienced decreasing enrollment during 2020-21, losing 528 students over the course of the year.
    - Traditional District Schools gained students from fall to spring, with an increase of 718 students from fall to winter and an additional 259 students in spring. However, even with these gains district schools still had a Spring 2021 enrollment that was over 15,000 lower than Spring 2020.

Attendance – Data Analysis and Interpretation

It is important to understand the potential impact of the pandemic on attendance since research indicates that attendance correlates well with a host of student outcomes. Thus, if the pandemic negatively impacted attendance, then it follows that important student outcomes may be negatively impacted also.

Definitions

For the following analyses, the following definitions related to attendance are used:

- ✓ 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 school year likely includes students who would not have had similar absenteeism pre-pandemic.
  - The correlation between absenteeism and performance may be lower during the pandemic than at other times, since the group could include higher performing students who are more likely to maintain proficiency despite their absences.
- As indicated in previous sections, 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.
- The AOC chose not to review 2019-20 school year attendance data because of pandemic disruptions that happened late in the year. The data reviewed here is designed to examine a school year disrupted by the pandemic in comparison to a year that was impacted for the full school year.

Attendance Changes by Group and Subgroup 2019-2021

The following interpretations pertain to Figures 102 Attendance, All Students All Grades and Figure 103 Attendance by Grade on pages 101-102 of the 2020-2021 Student Achievement Report. These graphs show the percentage of students whose attendance falls into the following categories: 91-100% (adequate attendance), 81-90% (chronically absent), 71-80% (severely chronically absent), 70% or lower (severely chronically absent).

- The percentage of students with adequate attendance dropped 5 percentage points between 2019 and 2021 from 87% to 82%. Most likely this drop was due to the pandemic.

- The percentage of students who had adequate attendance deteriorated from 2019 to 2021 across grade level groupings. K-5 only decreased by 2 percentage points, whereas grades 6-8 decreased by 5 points and grades 9-12 by 9 points.

The following interpretations pertain to Figures 104-109 on pages 103-106 of the 2020-2021 Student Achievement Report. These graphs compare the attendance in 2018-19 and 2020-21 for students in a target group (Economically Disadvantaged, English Learners, Migrant, Foster, and Students with Disabilities) to students not in that group.

- Economically Disadvantaged students doubled the decrease in adequate attendance from 2019 to 2021 compared to the reference group, dropping 8 percentage points versus 4.
- The drops in adequate attendance experienced by English Learners and Migrants from 2019 to 2021 more than doubled the drops in their reference groups.
    - English Learners (ELs) dropped 10 percentage points while non-ELs dropped 4.
    - Migrant students dropped 9 percentage points; their reference group dropped 4.
- Students in Foster Care and Students with Disabilities had adequate attendance rates that decreased less than their reference groups.
    - Students in Foster Care dropped 3 percentage points, while their reference group dropped 5.
    - Students with Disabilities dropped 4 points; their reference group dropped 5.
    - These are small divergences from the reference groups so it is possible this could reflect random fluctuations that occur over time in data such as this.

The following interpretations pertain to Figure 110 on page 107 of the 2020-2021 Student Achievement Report, which outlines attendance in 2018-19 and 2020-21 by race/ethnicity.

- The following race/ethnicity student groups (all grades) experienced a 10 percentage point drop in their adequate attendance rate:
    - American Indian or Alaskan Native
    - Black/African American
    - Native Hawaiian, Other Pacific Islander
- Idaho's largest minority group, Hispanic, Latinx had an adequate attendance rate reduction of 9 percentage points in 2021.
- Adequate attendance for Asian / Pacific Islander, Multiple (2 or More Races), and Whites dropped 2, 4, and 4 percentage points, respectively.

The following interpretations pertain to Figures 112 and 113 on pages 108-109 of the 2020-2021 Student Achievement Report. These graphs show attendance in 2018-19 and 2020-21 for rural and non-rural schools and by school type (traditional, charter, virtual, etc.).

- Adequate attendance rates for rural schools decreased 2 percentage points whereas non-rural schools decreased by 6.
    - These are large blocks of students and the group sizes remained similar across the two years, so a 4 point difference is probably meaningful.
    - The differential might be due to differing amounts of pandemic impact on the schools or perhaps due to differences in the ways rural and non-rural schools responded to the pandemic through school closures, remote and/or hybrid learning, etc.
- Adequate attendance for charter schools and virtual charter schools decreased by 2 percentage points. Adequate attendance for district schools decreased by 5 percentage points.
- District virtual schools ***increased*** their adequate attendance rates by 7 percentage points.
    - This might be due to an influx of students from district schools during (and due to) the pandemic which may have altered the population characteristics in these schools; however, further research is needed to support or refute this hypothesis.

Impact of Attendance on ISAT ELA

The following interpretations pertain to Figure 114 on page 110 of the 2020-2021 Student Achievement Report, which shows the median ISAT ELA scale score by rate of attendance (60%, 70%, 80%, 90% and 100% attendance).

- ISAT ELA median scale scores in all tested grades clearly increase with increasing attendance.
- At all grade levels, there is a distinct drop in median scores between 90% and 80% attendance.
- In 3rd and 4th grades, only median scores for students who had 100% attendance met or exceeded the minimum proficiency cut score. Median scores for 3rd and 4th graders who had 90% attendance were only 8 and 2 points, respectively, below minimum proficiency cut scores, however.
- In 5th through 10th grades, all median scores first fell below minimum grade level proficiency scores at the 80% attendance rate. In other words, those students at 90%

and 100% attendance attained median scores at or above minimum proficiency cut scores for their grade.

The following interpretations pertain to Figure 116 on page 112 of the 2020-2021 Student Achievement Report, which breaks down median ISAT ELA scale scores based on the "chronically absent" flag.

- ISAT ELA median scores are much higher across all tested grades for students who are not chronically absent.
    - To put this in perspective, across all tested grades, except 3rd grade, median scores for students who are not chronically absent are at or above minimum proficiency cut scores. In contrast, median scores for chronically absent students range between 28 and 45 points below grade level proficiency cut scores.
    - The 3rd grade median score for students who are not chronically absent is only 6 points below the cut score, whereas the median score for chronically absent 3rd graders is 44 points below.

Impact of Attendance on ISAT Mathematics

The following interpretations pertain to Figure 115 on page 111 of the 2020-2021 Student Achievement Report, which shows median ISAT Math scale scores by attendance rate.

- ISAT Math median scale scores in all tested grades clearly increase with improved attendance.
- At all grade levels, there is a distinct drop in median scores between 90% and 80% attendance.
- In all grades, no attendance level achieved a median scale score at or above the proficiency score cut off, but the 90% and 100% categories were closest to this criterion.
    - At 3rd and 4th grades, the 90% attendance category median scores were within 6 and 11 points, respectively, of the minimum proficiency cut score.
    - The distance between the 90% attendance median scores and proficiency cut scores dramatically expanded in all subsequent grades, ranging from 24 to 49 points below the proficiency cut score.

The following interpretations pertain to Figure 117 on page 113 of the 2020-2021 Student Achievement Report, which demonstrates median ISAT Math scale scores by the "chronically absent" flag.

- ISAT Math median scores are much higher across all tested grades for students who are not chronically absent.

- To put this in perspective, across all tested grades median scores for students who are not chronically absent are within 5 to 45 points of the minimum grade level proficiency cut scores. This rather large range is smallest at 3rd grade (i.e., 5 points) and then expands with increasing grades to 45 at 10th grade.
- In contrast, median scores for chronically absent students range between 47 and 114 points below grade level proficiency cut scores, with again the smallest differential at 3rd grade expanding to the largest at 10th.

Analysis: Impact of Attendance on Course Failure

Although we attempted to review these data, there were a number of data issues that prevented us from completing the analysis.

Analysis: Impact of Attendance on Graduation

The following interpretations pertain to Figure 118 on page 114 of the 2020-2021 Student Achievement Report. In an effort to understand the use of attendance as a predictor of later success, this graph explores the percentage of the 2021 cohort of 12th graders broken down by their 9th grade attendance rates (91-100%, 81-90%, and 80% or lower attendance) and whether they graduated in 4 years or not.

- Of 2021 graduates, nearly 94.7% **had adequate attendance (**91% **or more) during their** 9th grade year**. Only 5.3% of 2021 graduates had attendance rates of 90% or below in 9th grade.**
- Of 2021 non-graduates, 28.1% had attendance of 90% or below in 9th grade. This indicates that students who do not have adequate attendance are more likely not to graduate within their four year cohort.

Engagement Surveys – Data Analysis and Interpretation

Definitions

For the following analyses, the following definitions related to attendance are used:

- ✓ Committed: Engaged. Demonstrating an "invested" or "immersed" level of engagement.
- ✓ Compliant: Not fully engaged, but willing to do as expected. Demonstrating a "strategic" or "ritual" level of engagement.
- ✓ Disengaged: Not engaged. Demonstrating a "retreatism" or "rebellion" level of engagement.

Data Considerations

- The first year of administration of the surveys was 2017-2018, when they were given to K-8 students only. The surveys were expanded to high school, parents, and school staff in 2018-19.
- In 2017-2018, the surveys were administered in the late spring, after spring break. In 2018-19, survey administration was moved to earlier in the year, prior to spring break. This change in administration may account for some of the decrease in the levels of engagement that happened between 2017-18 and 2018-19.
- The analysis below includes data on engagement by domain in the survey. To better understand the domains, you may review the survey questions on the SDE website (https://sde.idaho.gov/assessment/surveys/).
- The population that completed the parent survey is unclear, as is the percentage of students' parents that it reflects. The survey is not limited to a single participation per household or even per person, to allow for reflections on students in different grades.
- Staff and parent survey questions are also available online (https://sde.idaho.gov/assessment/surveys/).

Student Engagement Surveys

The following interpretations pertain to Figure 119 and 120 regarding Student Engagement (Grades 3-8 All Students and By Grade) on pages 115-116 of the 2020-2021 Student Achievement Report.

- Overall student engagement (Figure 119) decreased over the reported years. The drop between 2018 and 2019 was 7 percentage points. An additional 5 percentage point drop occurred between 2019 and 2021, and may be due to the pandemic.
- As shown in Figure 120, in all grades 3 through 8, engagement dropped between 2018 and 2019, which lends support to the hypothesis articulated in the Data Considerations that the change in administration may have negatively impacted scores.
- Student engagement is highest when students are young (grades 3 and 4) and then steadily decreases as students progress through the educational system.
    - The lowest rates of student engagement across all years of data are grade 8 and high school.
    - This trend for lower and lower student engagement as grade level increases is well-established in the data, and aligns to national norms.
- In grades 3-5 between 2019 and 2021, student engagement remained the same (grade 3) or increased (by 2 percentage points in grades 4 and 5).

- In grades 6 to 12, student engagement dropped substantially from 2019 to 2021, with decreases of 9 to 11 percentage points.
    - While middle school and high school students have had lower engagement levels than elementary students since Idaho began collecting this data (and in line with expected trends based on national data), this reflects an acceleration of this pattern.

The following interpretations pertain to Figures 121 Student Engagement by Grade Emotional domain on page 117 of the 2020-2021 Student Achievement Report.

- Grades 3-8 experienced decreases in percentages of emotionally engaged (committed) students between 2018 and 2019 that might be attributable to a change in the administration window (dates). These decreases ranged from 3 to 6 percentage points.
- Between 2019 and 2021 3rd grade did not experience a decrease in emotionally engaged (committed) students, and 4th grade committed students dropped by only 1 percentage point, which might be due to random fluctuation.
- All upper grades decreased in the percentage of students identified as emotionally engaged (committed) between 2019 and 2021. This likely reflects a pandemic impact, as it aligns to other reports of increased issues with students' mental health. Following are the decreases by grade level:
    - Grade 5 emotionally engaged students dropped 4 percentage points;
    - Grade 6 dropped 14 points;
    - Grade 7 dropped 16 points;
    - Grade 8 dropped 16 points;
    - Grade 9 dropped 14 points;
    - Grade 10 dropped 13 points;
    - Grade 11 dropped 9 points; and
    - Grade 12 dropped 8 points.
- Interestingly, across all grades, the percentages of emotionally disengaged students did not markedly increase from 2019 to 2021.
    - The only increases were at Grades 5 and 12, where the percentages of disengaged students increased by 1 and 3 percentage points respectively.
    - The category that grew, especially after the 5th grade, was the emotionally compliant category.

The following interpretations pertain to Figures 122 Engagement by Grade Cognitive domain on page 118 of the 2020-2021 Student Achievement Report.

- For grades 3-8 substantial decreases in cognitively engaged (committed) students occurred between 2018 and 2019. Decreases ranged from 10 to 16 percentage points.
- Between 2019 and 2021, percentages of cognitively engaged students substantially decreased after 5th grade. Drops ranged from 8 to 23 percentage points. Again, this likely reflects a concerning pandemic affect on students in the upper grades.
    - All of the high school grades dropped 20 points or more.
    - Grade 6 dropped nine and grades 7 and 8 each dropped eight.
    - It is possible some of this change is due to remote and hybrid learning and school closures during the 2020-21 school year, so 2021-22 survey results will aid the state in understanding if this issue has been addressed by a return to in-person learning across the state during the current school year.
- The disengaged category did not change appreciably anytime between 2018 and 2021. The category that grew because of the large decreases in committed students was the compliant category.

The following interpretations pertain to Figures 123 Engagement by Grade Behavior domain on page 119 of the 2020-2021 Student Achievement Report.

- The "Mixed" identification for students in the behavioral engagement domain reflects students whose responses were so mixed that the student could not be placed into the committed, compliant, or disengaged category. At this time, staff do not have clarity regarding why this category only appears in the state's results in the behavior domain, or why it is only reported in the 2018 and 2019 data.
- The percentage of behaviorally engaged (committed) students in each of the grades 3-8 decreased between 2018 and 2019. The largest losses occurred in Grades 3 and 4, with 8 and 6 percentage point drops respectively.
- Between 2019 and 2021, behaviorally engaged percentages increased in the elementary grades, with a 2 percentage point increase for 3rd grade, a 5 point increase for 4th, and a 7 point increase for 5th.
- Between 2019 and 2021, the percentages of behaviorally engaged (committed) students decreased for middle school students.
    - 6th grade behavioral engagement dropped 9 percentage points.
    - 7th grade behavioral engagement dropped 8 points.
    - 8th grade behavioral engagement dropped 3 points.

- In grades 3-8 as percentages of students in the engaged (committed) category changed over time, most of the change was absorbed by the compliant category, which expanded quite dramatically for these grades between 2018 and 2021.
- Between 2019 and 2021, behaviorally engaged percentages in grades 9-12 held stable.
    - Two of the high school grades did not change, while the other two shifted by only 1 percentage point.
    - There was similar stability in the compliant and disengaged categories.
    - Given that there have been apparent pandemic effects on high school students within the other domains of engagement, this is an interesting finding.

Staff Engagement Surveys

The following interpretations pertain to Figures 124 Staff Satisfaction and Engagement on page 120 of the 2020-2021 Student Achievement Report.

- Staff satisfaction and engagement increased between 2019 and 2021 for all grade groupings including elementary, middle, and high school.
    - This finding is not aligned to other anecdotal evidence indicating that the pandemic has had a substantially negative impact on educator morale and retention. These include feedback from educators as well as reports of educators retiring early or leaving the profession (even sometimes breaking contracts mid-year) and current challenges districts are facing in recruitment.
    - The finding may be impacted by the wording of the staff survey questions, which focus on school culture and resources available at the school, rather than reflections on the individual educator's level of engagement or mindset.

Parent Engagement Surveys

The following interpretations pertain to Figures 124 Parent Satisfaction and Engagement on page 120 of the 2020-2021 Student Achievement Report.

- Elementary and middle school parent satisfaction and engagement remained stable across 2019 to 2021.
- High school parent satisfaction and engagement increased 3 percentage points across 2019 to 2021.
- Survey participation at elementary, middle, and high school increased dramatically between 2019 and 2021, with thousands more parents completing the survey in 2021.
- The survey results do not fully align to other anecdotal evidence regarding parents' satisfaction with schools (i.e. parents providing negative feedback at board meetings,

school board member recalls, etc.). This may be due to the population that took the survey, the questions themselves, or some other mitigating factor.

ISAT Assessment Remote Proctoring

During the 2020-21 school year, remote administration of the ISAT assessments was available to all Idaho schools and students for the first time. Because of the substantial differences in testing environments between in-person and remote administration, Idaho undertook a comparison of scores across the two environments to determine if systematic effects occurred.

Data Considerations

- The "Mixed" category in these figures will not be included in the interpretations because of a low group size for that category.
- These analyses represent only one year of ISAT data. Additional years of data are needed to reveal the stability and magnitude of any meaningful differences that might emerge.
- When the assessment administration format data is disaggregated by subgroup, some small n sizes (group sizes) occur. The separation of the data is intended to provide clarity regarding which students took the assessment in different formats. However, small n sizes result in more instability in results, so additional years of data will be needed to understand whether certain subgroups are impacted by taking the test in-person or remote.

ISAT Administration by Proctoring Type – Data Analysis and Interpretation

The following interpretations pertain to Figures 74 and 75 on pages 78 of the 2020-2021 Student Achievement Report.

- For both the ISAT ELA and ISAT Mathematics assessments, test administration formats followed what would be expected based on school type.
    - Bricks-and-mortar schools overwhelmingly did in-person administration.
    - Virtual Charter Schools and Virtual Schools (district-run) primarily used remote administration.
        - Enrollments in the category called Virtual Schools dramatically increased during 2020-21 because of the pandemic.
        - Because Virtual Schools are administered within a traditional school district, neighborhood school buildings were available for testing. This is

likely the reason that 42% of students in these schools took the test in-person.

The following interpretations pertain to Figures 76-82 on pages 79-82 of the 2020-2021 Student Achievement Report, which show the percentages of students in different groups who took the ISAT ELA and/or ISAT Math test in-person or remotely.

- Across both ISAT tests (ELA and math), no patterns emerged showing differential or problematic differences in the way students took the ISAT. This was true across grade levels and student groups, including by race / ethnicity, subgroup, grade level, rurality, or gender.
    - Overall, relatively small percentages of students in all of these categories took the assessment remotely.
    - In-person administration remained the dominant form of administration.

The following interpretations pertain to Figures 66-69 on pages 70-72 of the 2020-2021 Student Achievement Report. These graphs show ISAT ELA and Math performance comparing students who tested in-person vs. remotely. Figures 66 and 67 show the performance for all grades (3-8 and 10) broken down by score categories. Figures 68 and 69 display the median ISAT scale scores for ELA and math by grade and by administration type.

- ISAT ELA (Figure 66) shows no substantial differences in student performance between in-person and remote assessment administration; however, percentages of advanced and below basic students were 1 percentage point lower and percentages of proficient were 2 percentage points higher for remote administration.
- ISAT Math (Figure 67) shows no substantial differences in student performance between in-person and remote assessment administration; however, percentages of advanced students were 3 percentage points lower and percentages of basic students were 3 percentage points higher in the remote assessment group.
- Figures 68 and 69 shed some light on the small differences in ISAT ELA and Math student performance by grade between in-person and remote administration.
    - For ISAT ELA, 3 grades favored in-person administration with an average differential of 3 percentage points. On the other hand, 4 grades favored remote administration with an average differential of 7.8 percentage points.
    - For ISAT Math, 4 grades favored in-person with an average differential of 13 percentage points. Only 2 favored remote with an average differential of 1.5 percentage points. For grade 6, there was no difference.
    - There are a number of potential explanations for these differences. Three of which follow and are provided as examples.

- The differences could be artifacts of the two different forms of the assessments, since the remote assessments were fixed-form tests and the in-person assessments were adaptive.
- The differences could represent different strengths and weaknesses of the particular students who took the tests and have nothing to do with the administration format or forms of the assessments themselves.
- The differences could be the result of different strengths and weaknesses of the curricula and instruction used in the two predominant but different environments where the assessments were administered: (1) mostly in-person administration in what is referred to as "bricks-and-mortar schools and (2) mostly remote administration in virtual schools.

The following interpretations pertain to Figures 70 and 72 on pages 73 and 75 of the 2020-2021 Student Achievement Report, which show the median ISAT ELA scale scores by student subgroups and race/ethnicity and by administration type (in-person vs. remote).

- These two figures represent 12 student groups. Within these groups, there was variation in ISAT ELA median scores by administration type (in-person vs. remote). Note that small groups sizes occurred in this data.
    - 8 groups had scores that were higher for remote administration (mean difference=27.5 points; Range: 14-45).
    - 3 groups had scores that were higher for in-person (mean difference=16.0 points; Range: 10-25).
    - 1 group had similar performance (a 2 point difference) across administration types.

The following interpretations pertain to Figures 71 and 73 on pages 74 and 76 of the 2020-2021 Student Achievement Report, which show the median ISAT Math scores by student subgroups and race/ethnicity and by administration type (in-person vs. remote).

- These two figures represent 12 student groups. Within these groups, there was variation in ISAT Math median scores by administration type (in-person vs. remote). Note that small groups sizes occurred in this data.
    - 9 groups had scores that were higher for remote administration (mean difference=28.6 points; Range: 8-50).
    - 3 groups had scores that were higher for the in-person assessment (mean difference=26.3 points; Range: 14-46).

ACCOUNTABILITY OVERSIGHT COMMITTEE (AOC)

Membership

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

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REPORT

2020-2021
Student Achievement Report

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INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho State Department of Education, presents Idaho's 2020-2021 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 Kevin Chandler, Director of Assessment and Accountability for the Idaho State Department of Education.

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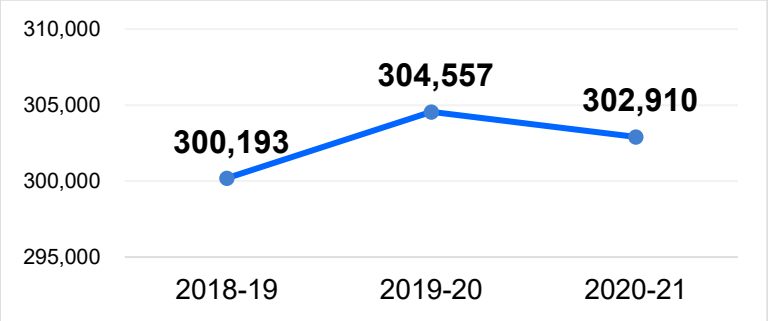
[1] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 302,910 students in Idaho's public schools in 2021. As seen in Figure 1, enrollment has varied by about 4,400 students over the past three years, with the current enrollment down 0.5% from last year's high.

Figure 1: Idaho Public School Enrollment over Three Years

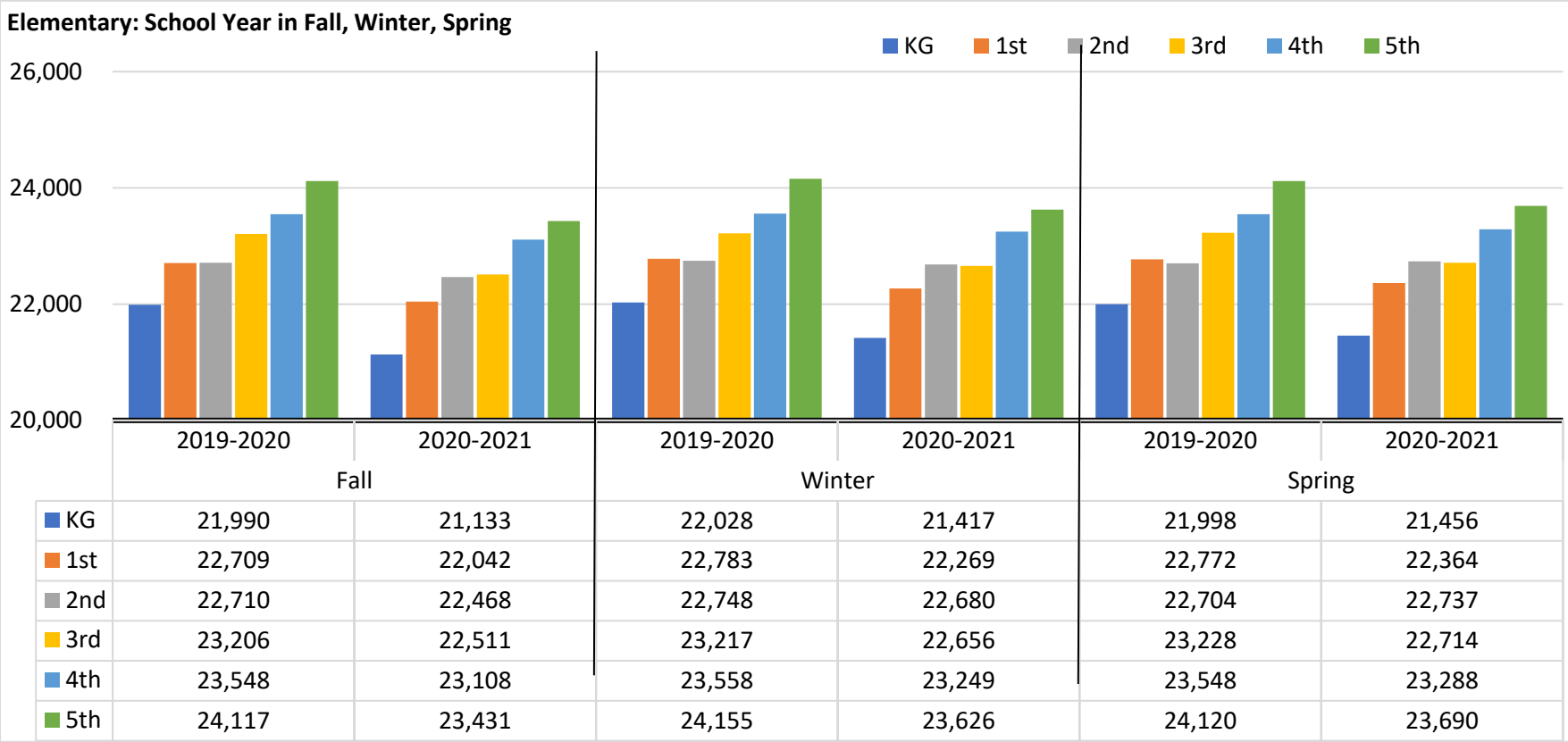


We situate our focus on school year 2020-21 in the historical context recent years. The next three figures review enrollment snapshots at three points per school year for each of the past two years. The Fall, Winter, and Spring counts were taken at the same time each year: Fall – 1st Friday in November; Winter – 1st Friday in March (in line with the Child Nutrition Program's schedule); Spring – 1st Friday in May (corresponding to the data extraction for the accountability Report Card).

As seen in Figure 2 through Figure 4

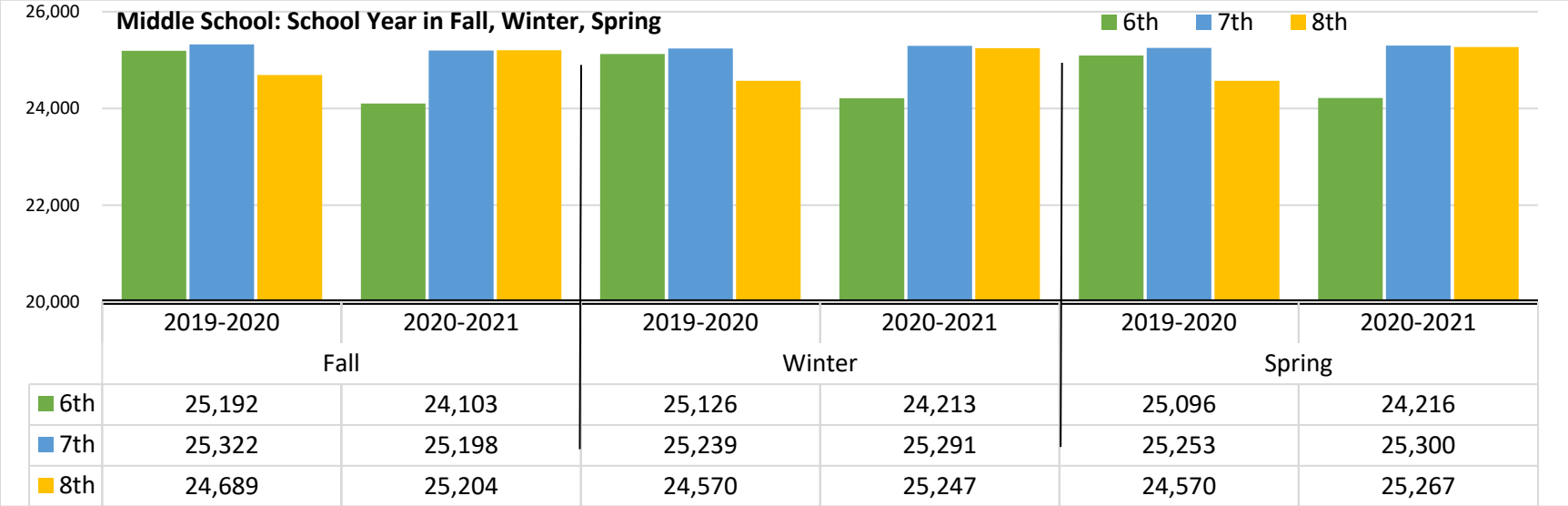
- Kindergarten through 5th grade had lower enrollments in 2021 than 2020 but showed little difference in pattern or counts across the three seasonal measures within the school year.
- The high school enrollment trend reflected the decline seen in elementary grades.
    - Grades 9 and 10 declined in enrollment from 2020 to 2021, although the declines were smaller than in the elementary grades.
    - By contrast, grades 11 and 12 experienced small enrollment gains in 2021, compared to 2020.
- The middle school pattern resembles features seen in both the elementary and high-school patterns. In 2020, 8th grade had the lowest enrollments of middle school grades, but in 2021, 6th grade had the lowest enrollments.
    - Enrollments rose in 2021 slightly for 7th grade and strongly for 8th grade.
    - By contrast, enrollments declined dramatically for 6th grade in 2021.

Figure 2: 2020-21 Enrollment Counts in Kindergarten – 5th Grade



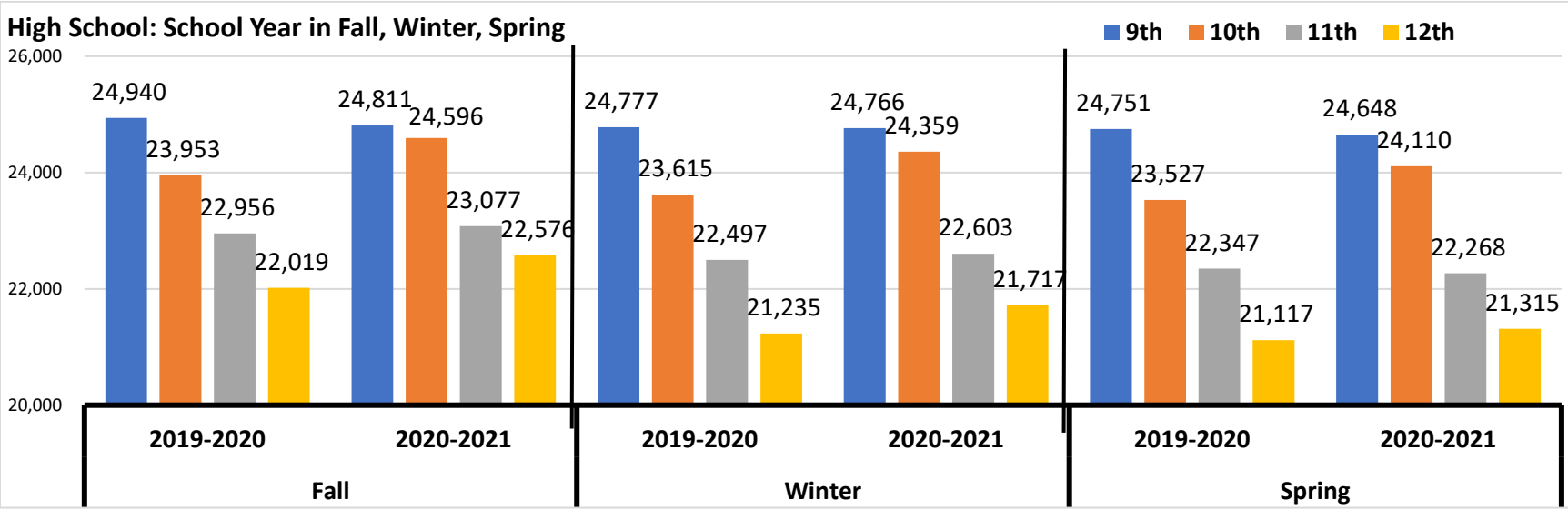
	Fall		Winter		Spring	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
KG	21,990	21,133	22,028	21,417	21,998	21,456
1st	22,709	22,042	22,783	22,269	22,772	22,364
2nd	22,710	22,468	22,748	22,680	22,704	22,737
3rd	23,206	22,511	23,217	22,656	23,228	22,714
4th	23,548	23,108	23,558	23,249	23,548	23,288
5th	24,117	23,431	24,155	23,626	24,120	23,690

Figure 3: 2020-2021 Enrollment Counts in 6th – 8th Grades



	Fall		Winter		Spring	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
6th	25,192	24,103	25,126	24,213	25,096	24,216
7th	25,322	25,198	25,239	25,291	25,253	25,300
8th	24,689	25,204	24,570	25,247	24,570	25,267

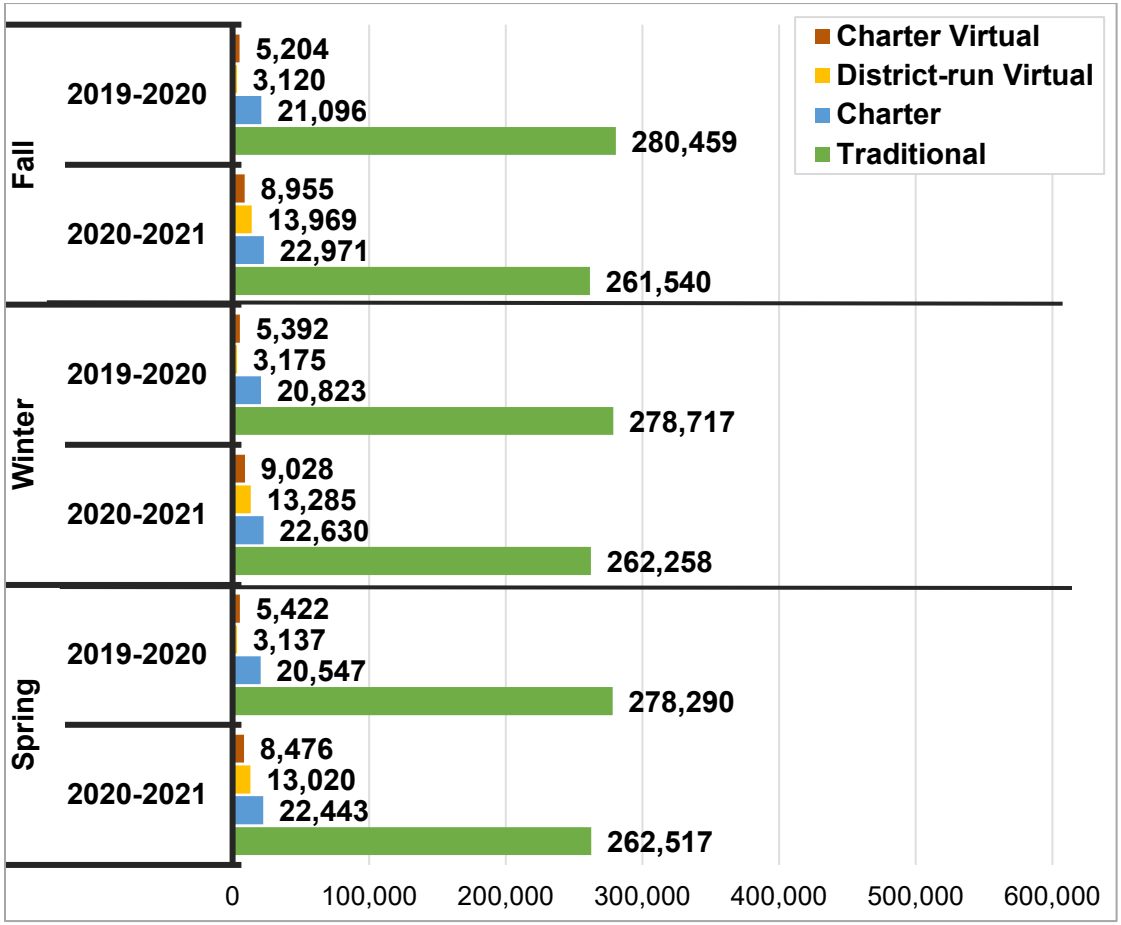
Figure 4: 2020-2021 Enrollment Counts in 9th – 12th Grades



The distribution of student enrollments across school types changed during the past two years, showing growth in virtual school enrollments and a decline in traditional school enrollment. Specifically, Figure 5 shows that:

- The enrollment in virtual schools grew in 2021, quadrupling for district-run virtual schools and increasing by 50%-70% for charter virtual schools.
- The enrollment in charter schools grew 8%-9%; whereas the enrollment in traditional schools declined by about 6%.

Figure 5: Enrollment Counts and School Type



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 English learning students 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

School year 2018-19 was the first year of the statewide implementation of the new Idaho Reading Indicator. 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 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, and Text Fluency. Students in each grade complete a specific combination of these sub-assessments. For example, kindergarteners are not assessed on spelling. The assessment reports scores for each subtest and for overall literacy ability.

As seen in Figure 6, COVID-19 appears to have taken a toll:

- Scores showed both:
    - a weaker start in Fall 2020 than either of the prior falls, and
    - weaker progress in the subsequent spring than was seen in school year 2018-19, before COVID-19.

Figure 6: IRI Fall-to-Spring Performance in Three Years

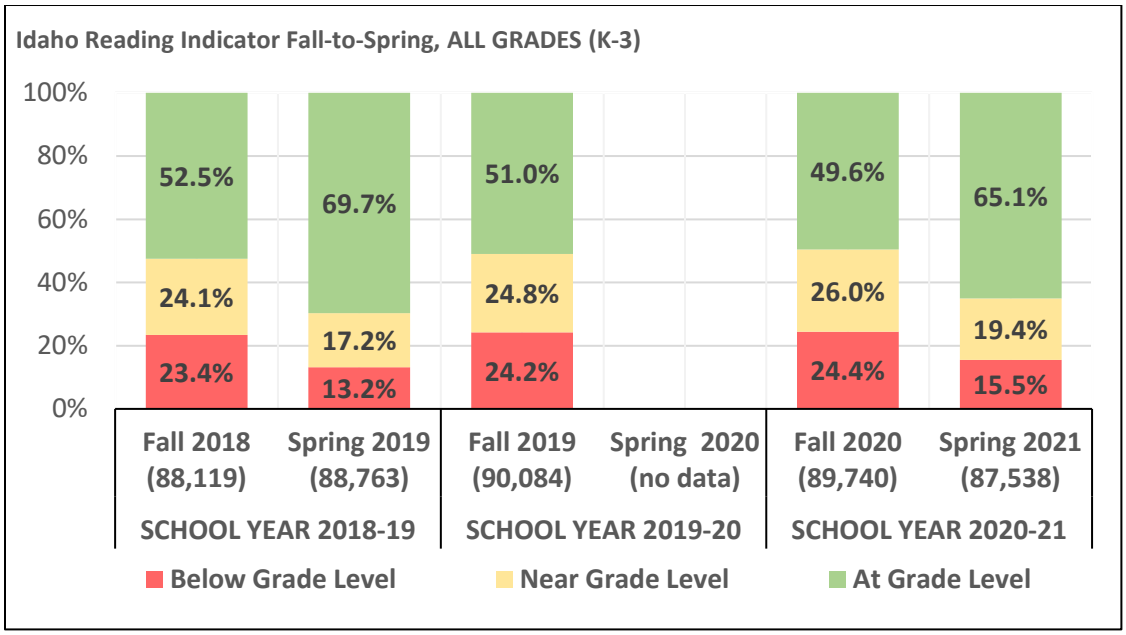


Figure 7 shows that:

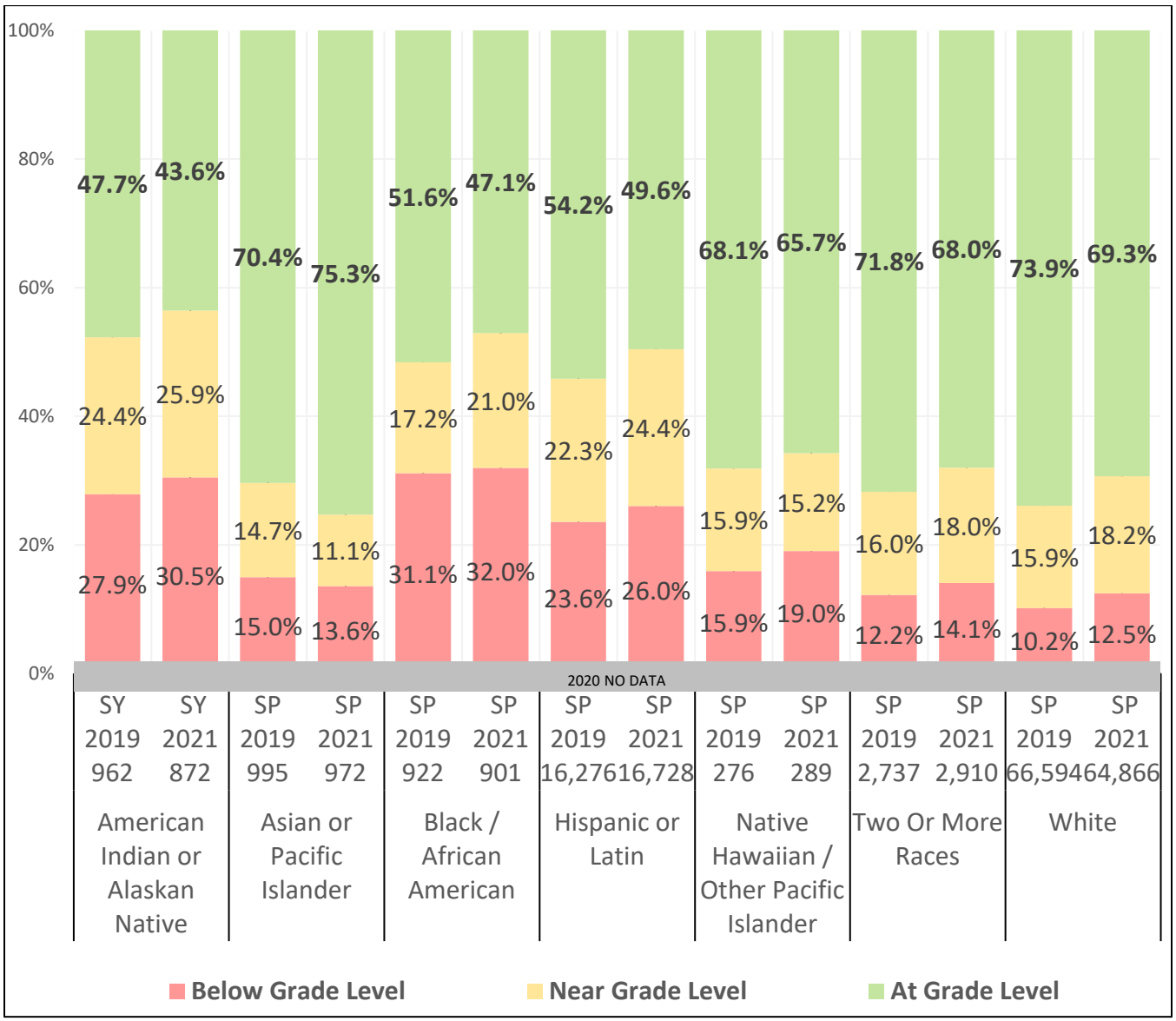
- The fall percent of grades 1-3 students At Grade Level rose in 2018-19 and fell in 2020-21.
- Fall-to-Spring growth was less in 2021 than 2019.
- Kindergarten and 1st-grade students made the greatest Fall-to-Spring improvements, compared to students in grades 2 and 3, whose improvements were steady but smaller.
- The proportion reading Below Grade Level decreased from fall to spring in all grades and both years.

Figure 7: IRI Comparing Fall and Spring across Three School Years

IRI Performance by Race/Ethnicity – ALL GRADES

IRI performance for all race/ethnicity groups declined from 2019 to 2021 in the proportion At Grade Level and increased in the proportion Below Grade Level, except for one group. Asian/Pacific Islanders' proportions went in the opposite direction, gaining nearly 4 percentage points At Grade Level, and decreasing more than 2 points Below Grade Level.

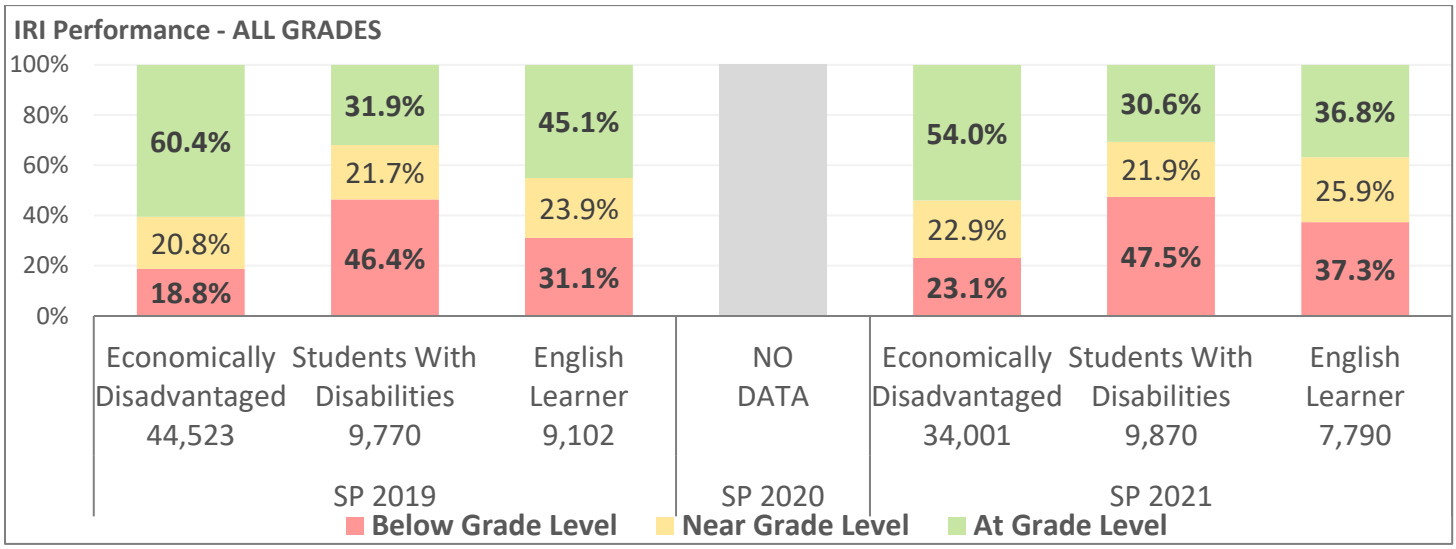
Figure 8: Spring IRI by Race and Ethnicity in 2019, 2021



IRI Performance by Subgroup – ALL GRADES

- All three student groups declined in the proportion performing At Grade Level, and increased in the proportions Below Grade Level from Spring 2019 to Spring 2021.
- Students with disabilities experienced the least decline in performance At Grade Level of the three groups, compared to 6 and 8 percentage-point declines for the other two groups.

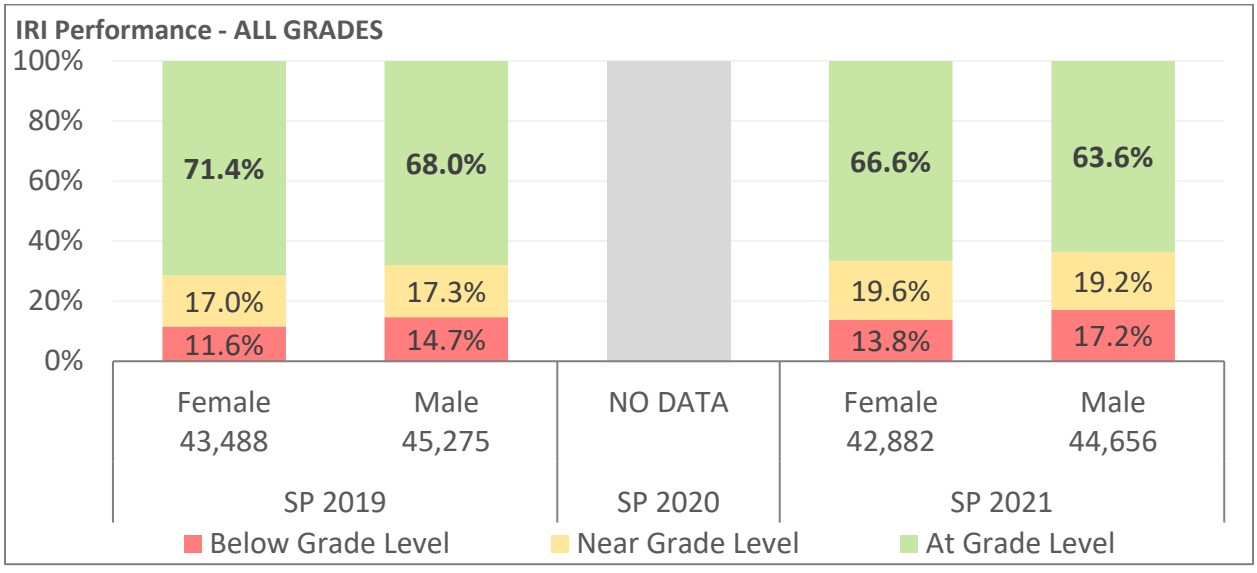
Figure 9: Spring IRI Performance Levels of Student Groups



IRI Performance by Gender – ALL GRADES

Girls performed better on the IRI than boys in both assessment years, with 3 percentage points more At Grade Level and at least 3 points fewer Below Grade Level than boys. Both groups lost 4 percentage points At Grade Level from 2019 to 2021.

Figure 10: Spring IRI Performance Levels and Gender



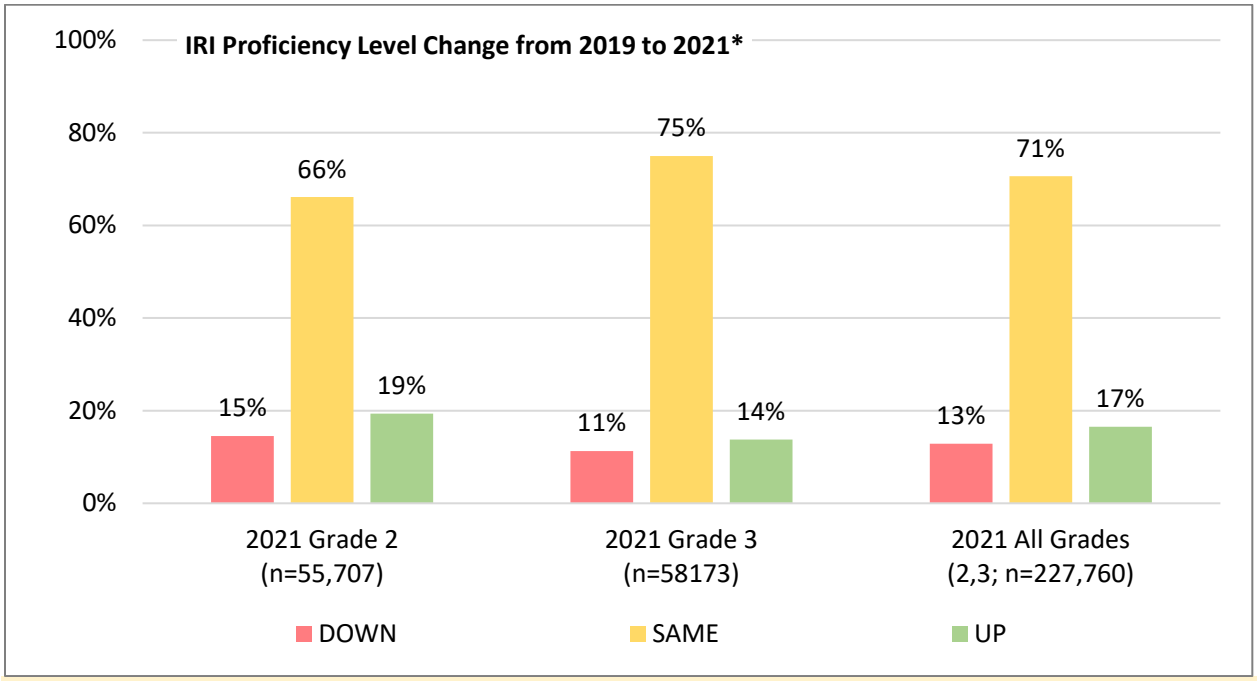
Longitudinal Cohort Analysis: IRI Performance Change from Spring 2019 to Spring 2021

This analysis looked at the Spring 2019 IRI proficiency levels of two cohorts – kindergarten and 1st grade. It compared their IRI proficiency levels in Spring 2019 with their levels two years later in Spring 2021. Spring 2020 scores were unavailable because of the COVID-19-related testing lapse.

As seen in Figure 11:

- More students moved upward in IRI performance tiers from 2019 to 2021, than downward.
- More students in 2nd grade than 3rd grade moved upward in IRI performance tiers, and more 3rd- than 2nd-graders stayed the same.
- Overall, 71% remained in the same category from Spring 2019 to Spring 2021.

Figure 11: IRI Proficiency Level Changes from Spring 2019 to Spring 2021



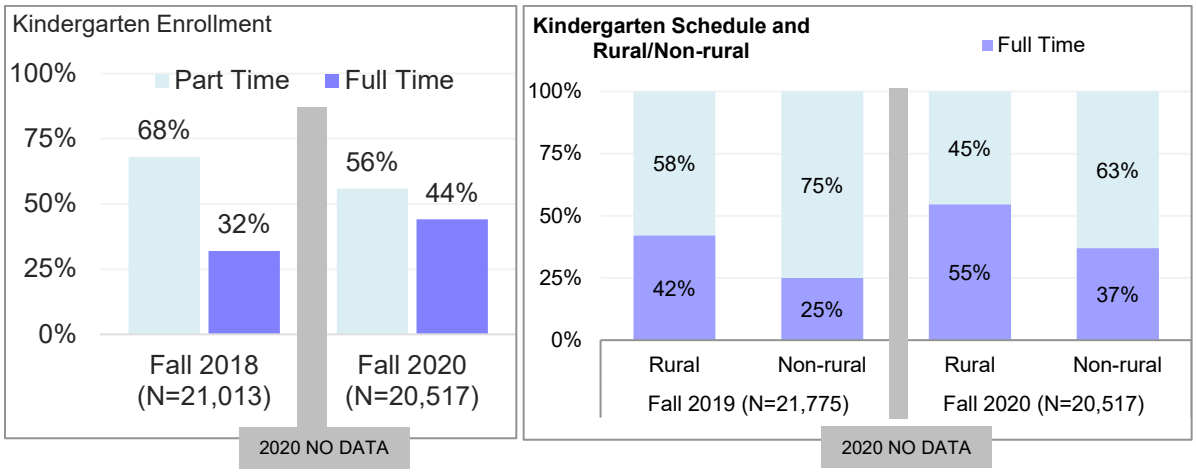
**Students' proficiency level changes are compared across two years instead of one, because COVID-19 closures prevented testing in Spring 2020. Students in 2nd grade in 2021 were in kindergarten in 2019; those in 3rd grade in 2021 were in 1st grade in 2019.*

IRI and the Relation to Full-Time and Part-Time Kindergarten

Similar to schools operating on a four-day school week, many districts and charter schools are offering full-time kindergarten schedules to all students, to a group of students, or as a fee-based program. This analysis counts children as participating in full-time kindergarten if they were identified in ISEE files as attending both AM an PM and attending every day. Part-time refers to students attending half days or all day, every other day - and we recognize that the data may be incomplete. The analysis also reports kindergarten type in rural versus non-rural schools. Rural and non-rural schools were identified applying Idaho State code (Section 33-319 – Idaho State Legislature), which invokes the U.S. Census Bureau and NCES codes (Rural Education in America - Definitions). This analysis shows findings for the 2018 and 2021 school years.

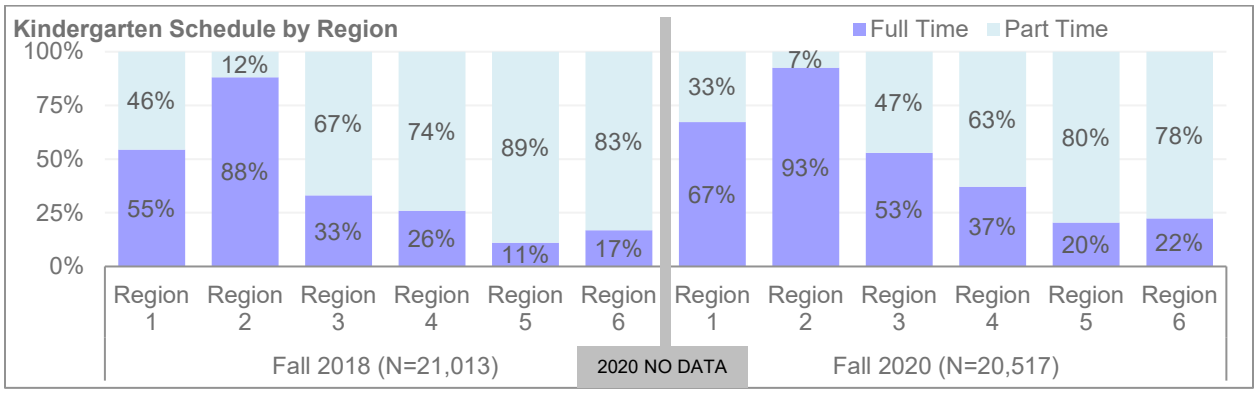
- The proportion of full-time attendance increased by more than one-third from 2019 to 44% in 2021.
- The share of full-time schools increased in rural and non-rural by 13 and 12 percentage points, respectively, a proportionally larger growth for non-rural schools, which started at a lower ratio.

Figure 12: Part-versus Full-time Kindergarten



- All regions increased their proportions of students attending full-time kindergarten from 2019 to 2021. More than half of Region 1, 2, and 3 students attended kindergarten full time compared to with only about one-fifth of students in Region 5 and 6.

Figure 13: Part- versus Full-time Kindergarten by Region

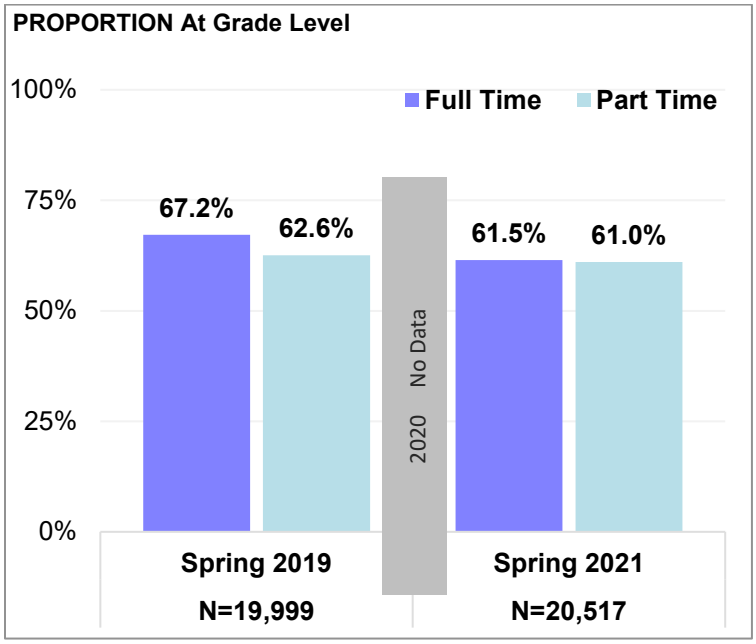


IRI Performance by Kindergarten Attendance and Schedule

Students attending kindergarten full time learned more than those attending part-time, an effect seen more both before and after COVID-19 closures.

Figure 14 and Figure 15 show two views of kindergarten IRI performance depending on whether students attended full- versus part-time.

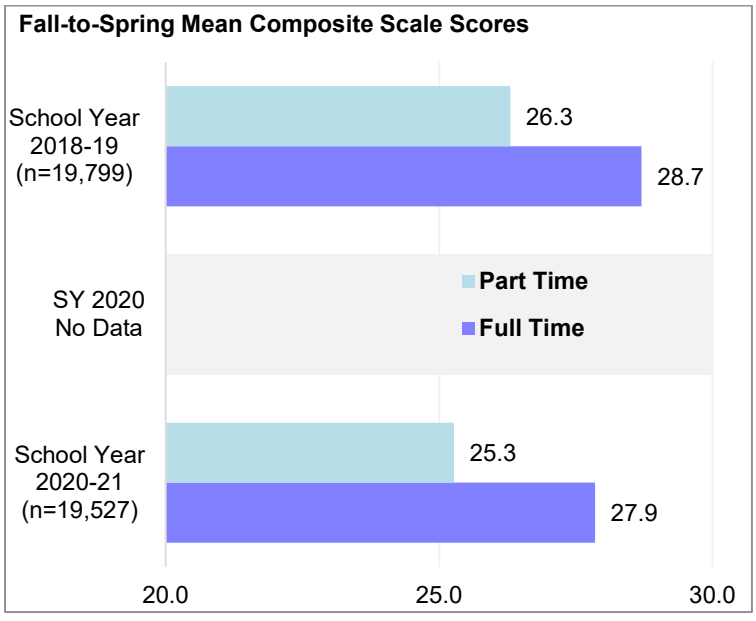
Figure 14: Spring IRI Performance by Kindergarten Schedule



The percentage of kindergartners At Grade Level on the Spring 2019 IRI was nearly 5 percentage points higher among those attending kindergarten full-time than part-time. This advantage shrank to 0.5 percentage points in 2021.

The graph showing scale score differences below reveals a much stronger difference.

Figure 15: IRI Mean Fall-to-Spring Scale Score Increase by Kindergarten Schedule



The mean Fall-to-Spring scale score increase among students in part-time versus full-time kindergarten reveals that:

Full-time kindergarteners gained 28.7 scale score points Fall to Spring in 2019 compared to 26.3 points among part-time students – a 2.3 scale points advantage for full-time kindergarteners.

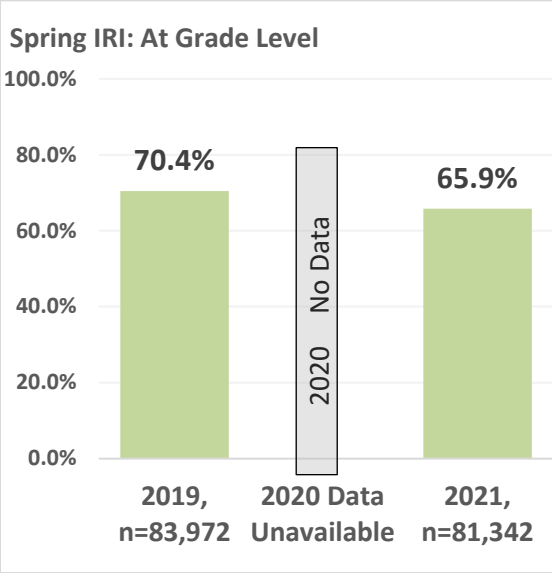
Gains were less for both groups in 2021, though the full-time kindergarten advantage was greater – 2.6 scale points.

The differing conclusions points from the two graphs point to the shortcomings of using the performance tiers to measure growth.

IRI Proficiency All Students, All Grades - Springs 2019 and 2021; and Group Differences

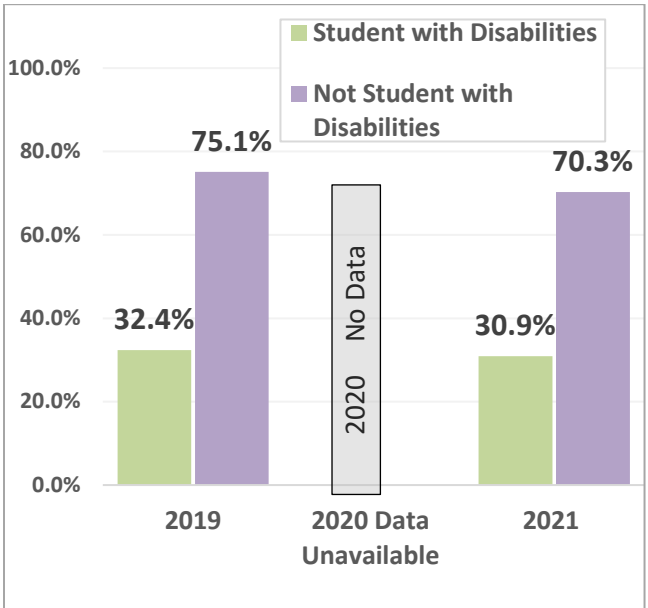
This section reviews IRI proficiency proportions among all students, and among student groups.

Figure 16: Spring IRI Percentages At Grade Level, ALL STUDENTS, K-3



The proportion of ALL STUDENTS in all grades (K-3) performing At Grade Level in the Spring IRI declined by 4.5 percentage points from 2019 to 2021.

Figure 17: Spring IRI Percentages At Grade Level by Disability

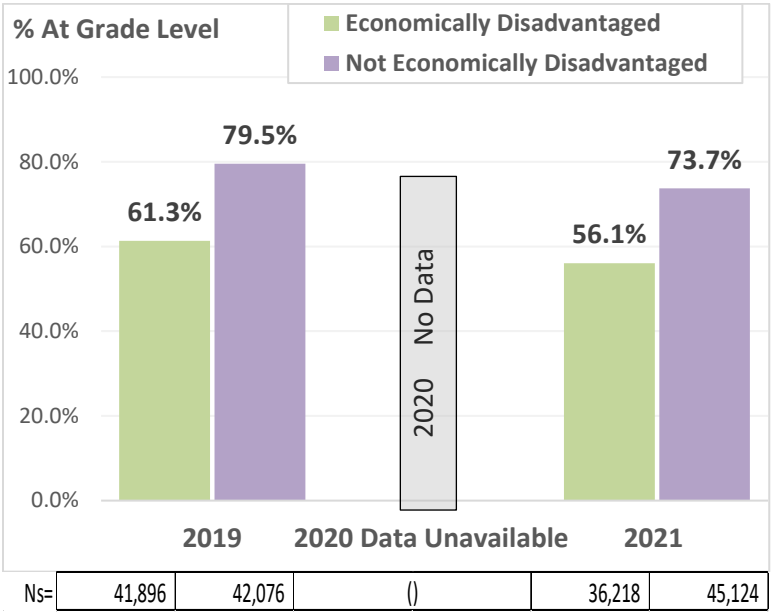


Ns=	9,236	74,736	()	9,166	72,176

The Spring IRI proficiency-rate-gap between students with disabilities and others decreased more than 3 percentage points from 2019 to 2021.

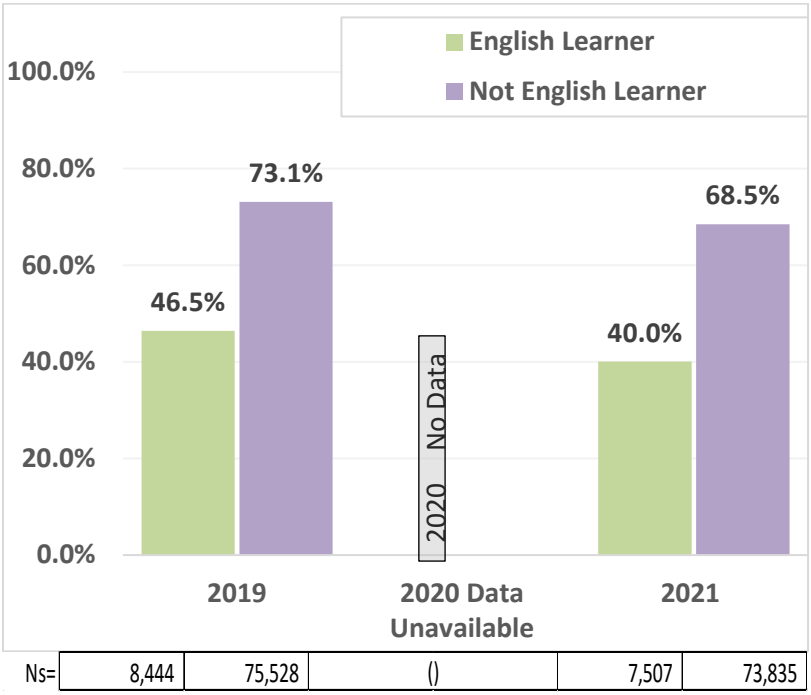
The 2021 gap: 39.4 points.

Figure 18: Spring IRI Percentages At Grade Level by Economic Disadvantage



The Spring IRI proficiency-rate-gap between students who were economically disadvantaged and students not economically disadvantaged has remained at about 18 percentage points since 2019.

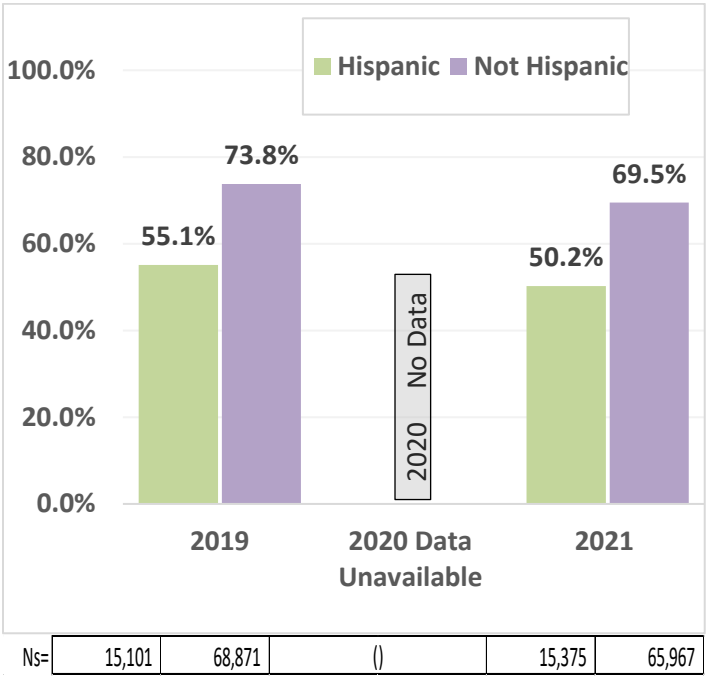
Figure 19: Spring IRI Percentages At Grade Level and English Learners



The Spring IRI proficiency-rate-gap between English Learners and students who were not ELs grew by about 2 percentage points from 2019 to 2021.

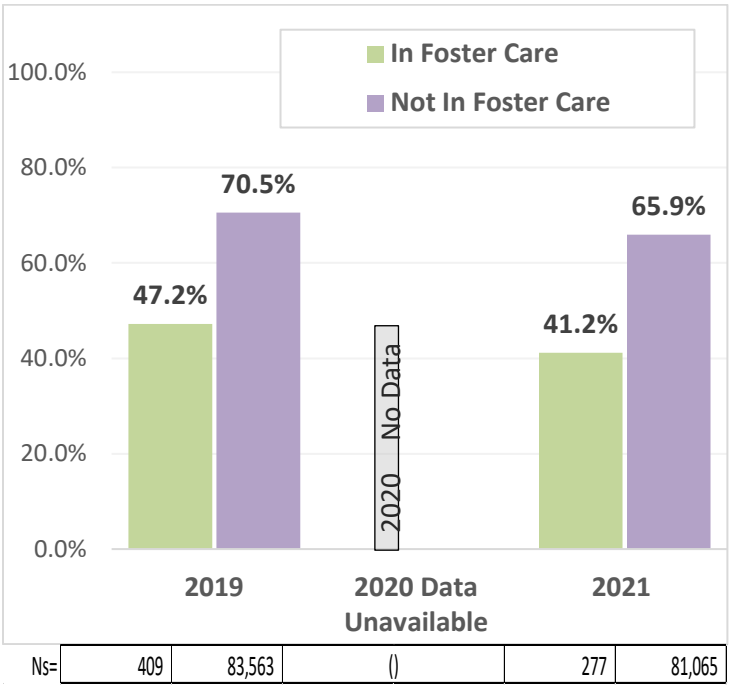
The 2021 gap: 28.4 points.

Figure 20: Spring IRI Percentages At Grade Level and Hispanic Ethnicity



The Spring IRI proficiency-rate-gap between Hispanic or Latin students and students who were not Hispanic or Latin has remained stable at about 18 percentage points since 2019.

Figure 21: Spring IRI Percentages At Grade Level and Foster Care

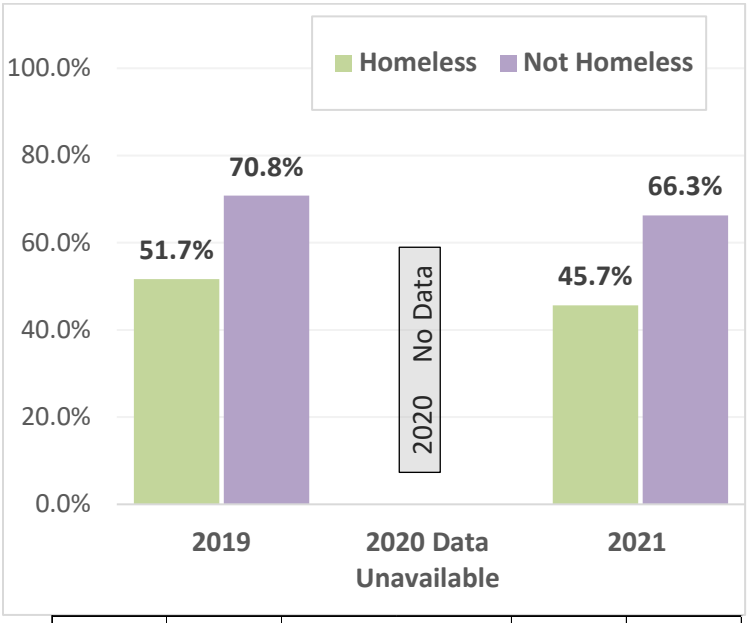


The Spring IRI proficiency-rate-gap between students in foster care and students who were not in foster care increased about 1.5 percentage points from 2019 to 2021.

The 2021 gap: 24.8 points.

The Spring IRI proficiency gap between students who were homeless and students who were not homeless increased by about 1.5 percentage points to 20.6 points in 2021.

Figure 22: Spring IRI Percentages At Grade Level and Homelessness



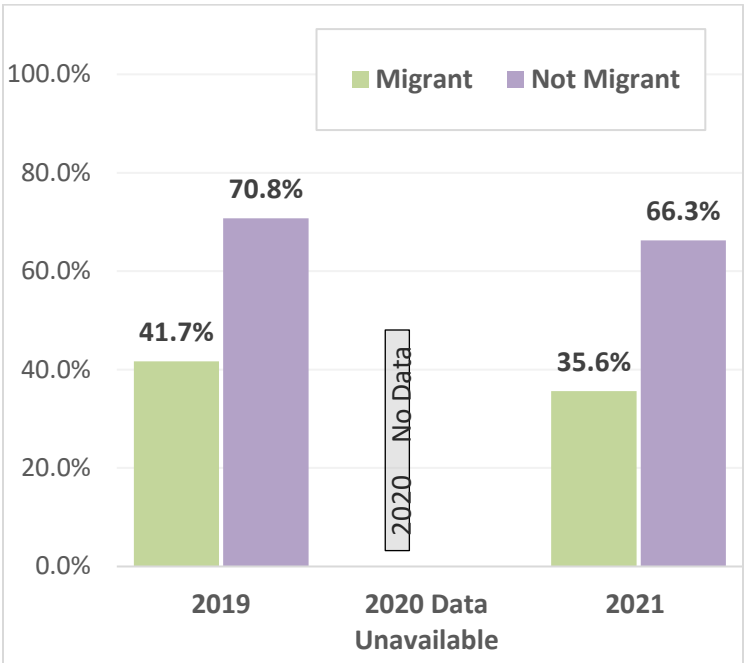
Ns=	1,649	82,323	()	1,579	79,763

The Spring IRI proficiency-rate-gap between students who were homeless and students who were not homeless increased by about 1.5 percentage points from 2019 to 2021.

The 2021 gap: 20.6 points.

The Spring IRI proficiency gap between students who were migrant and students who were not migrant increased by about 1.5 percentage points from 2019 to 30.6 points in 2021.

Figure 23: Spring IRI Percentages At Grade Level and Migrant Students



Ns=	972	83,000	()	1,055	80,287

The Spring IRI proficiency-rate-gap between students who were migrant and students who were not migrant increased by about 1.5 percentage points from 2019 to 2021.

The 2021 gap: 30.6 points.

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[2]. 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 48: ISAT ELA Percentages Proficient: ELL, Economic Disadvantage (AOC 30)).

[2] 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.

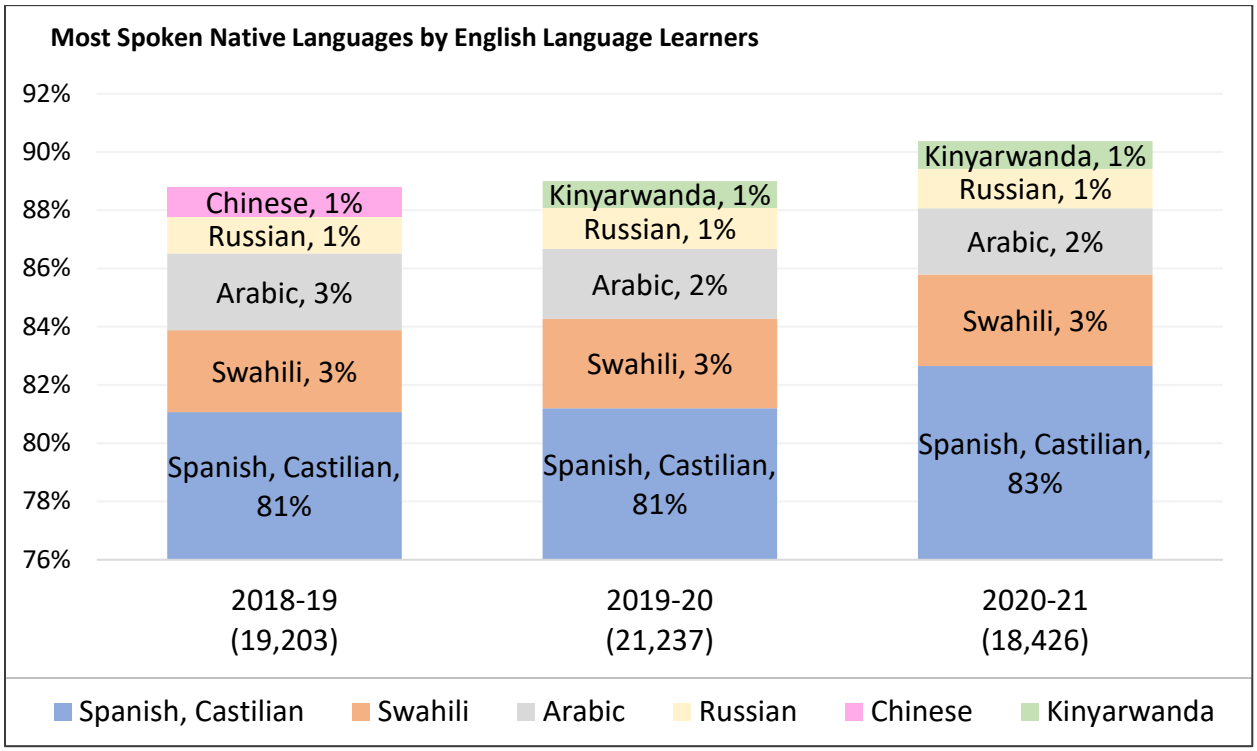
Native Languages Spoken by English Language Learners

In 2020-21, there were 18,426 English language learners who spoke 114 native languages; 134 languages were spoken by the English language learners in 2018-19.

As seen in Figure 24:

- Spanish was the most commonly spoken language by far; it was the native language of 81% of all English Learners.
- The top five languages, accounting for 89%-90% of all foreign languages spoken, were relatively stable across the past three years. Only the fifth position changed from Chinese to Kinyarwanda in 2019-20.

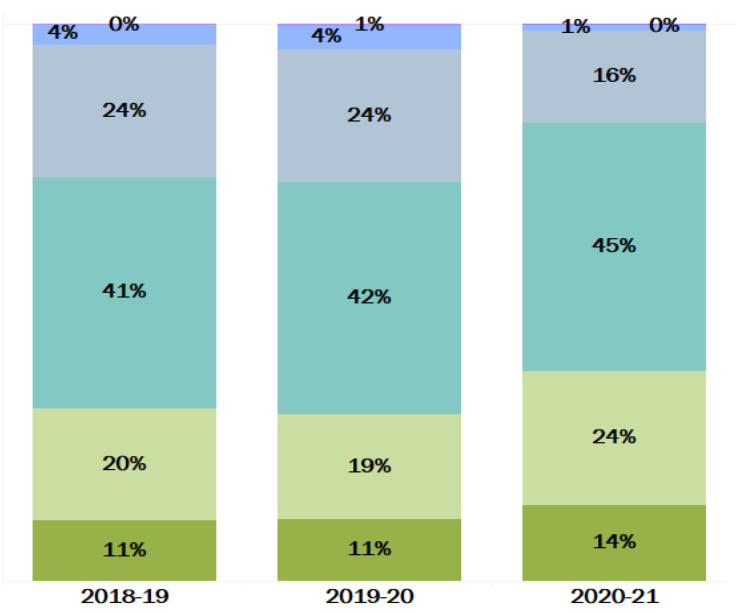
Figure 24: Native Languages Most Spoken by English Language Learners



English Learners' Program Language Proficiency Level

From 2018-19 through 2020-21, the proportions of English Learners in each proficiency level remained relatively stable.

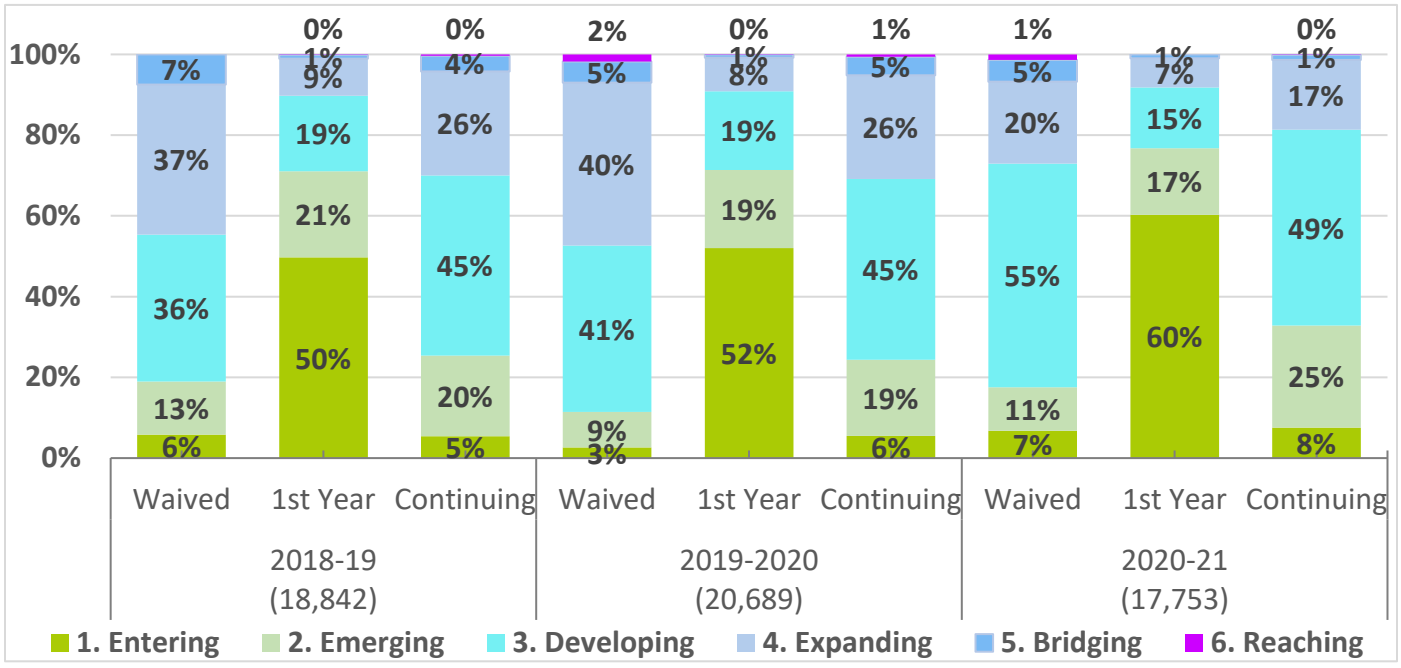
Figure 25: English Language Proficiency - English Language Learners



n=18,842	n=20,689	n=17,753

- In 2020-21, the total proportion of ELs in Expanding and Bridging declined by 12 percentage. Much of the reduction in the percentage of students in the Expanding and Bridging proficiency levels can be attributed to the effect of the modified exit criteria applied in 2020.
- Likewise, proportions in the lower levels – Developing, Emerging, and Entering – each increased by about 3 percentage points.
- These proportions of students in the six levels varied by status in the program. Waived and Continuing students concentrated in Developing and later stages; 1st-year dominated the Entering level.

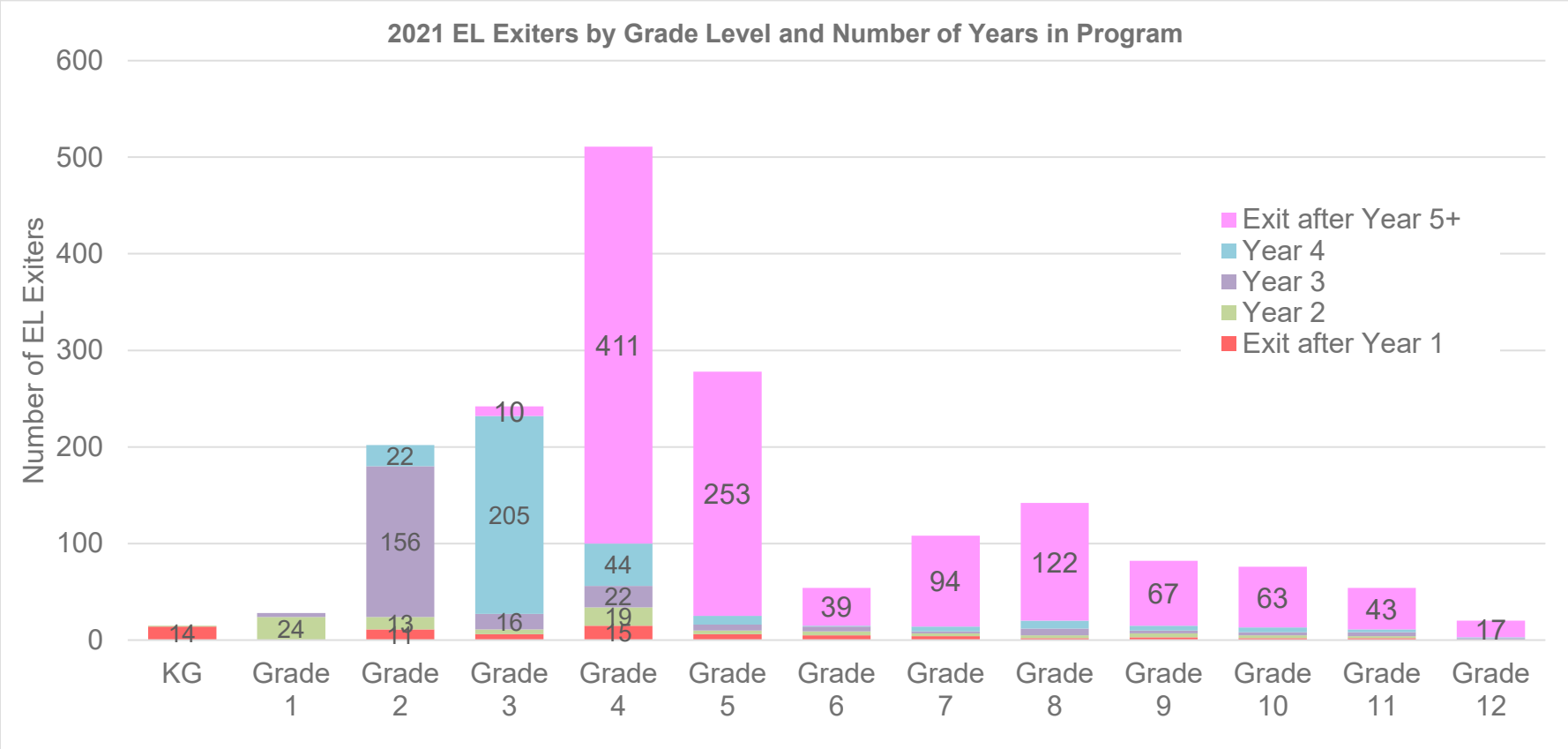
Figure 26: English Language Proficiency by English Learner Status



As seen in Figure 27:

- Most English Learners exited the program after five or more years.
- Most students entered the English Learner program in kindergarten or 1st grade and exited in 4th or 5th grade.
- Four years was the second most common program participation length before exit, and most of these exits occurred in grades 3 and 4.

Figure 27: English Learners' Grade and Years in the Program Upon Exit



**Exit counts smaller than 10 do not appear on the graph for privacy purposes.*

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) and Mathematics (Math). These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. The ISAT 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: To indicate both student achievement and growth of student learning as part of program evaluation and accountability for schools, districts, and the state; 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 to capitalize on the strengths of computer-adaptive testing by optimizing a student's ability to demonstrate the full extent of her knowledge and skills. This summative assessment is an important component of the statewide comprehensive assessment detailed IDAPA 08.02.03.111.06.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended only for students with the most significant cognitive disabilities who meet four participation criteria. It is up to a student's IEP team to determine if the student qualifies for the IDAA based on the four participation criteria. Students with the most significant cognitive disabilities represent about 1% of the total student population.

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
- Alternate Assessment or IDAA for students who qualify.

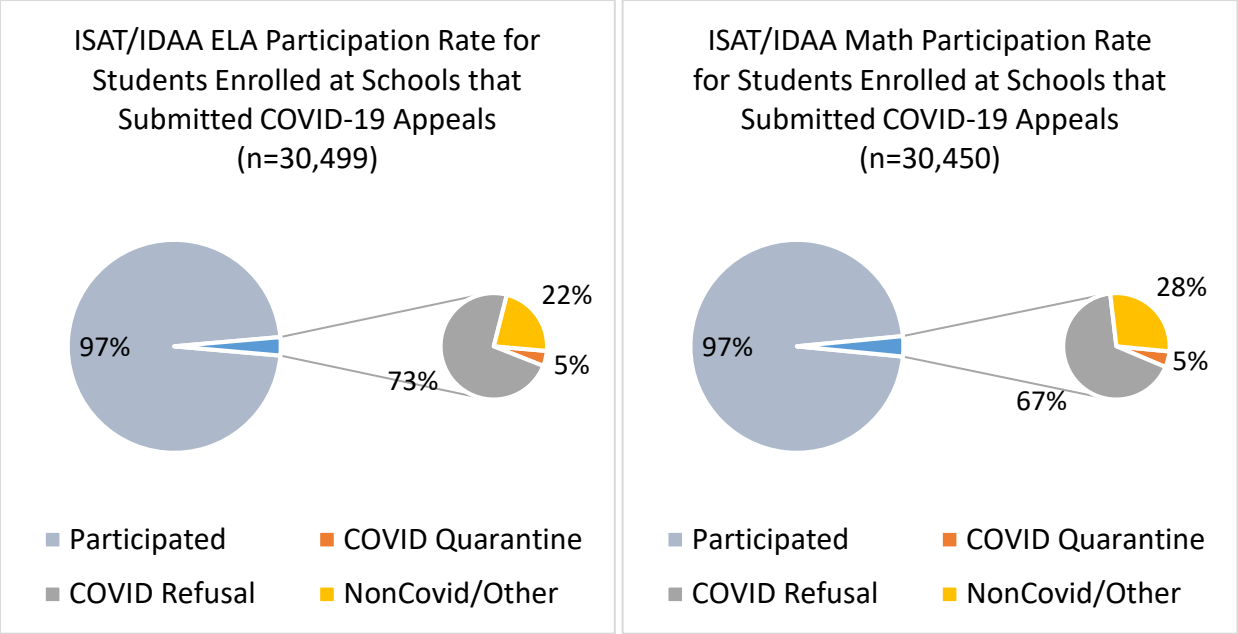
This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

ISAT Proficiency and COVID Effects on Participation

The following graphs show participation rates for ISAT/IDAA ELA/literacy and mathematics for all students, with information about non-participation rates and COVID-related reasons for non-participation. In 2021, LEAs and schools were asked to identify COVID-19-related non-participants for the SDE to better estimate the effect of COVID-19 on testing. This reporting was strictly voluntary.

A total of 26 schools from 20 LEAs submitted "appeal(s)", indicating if a student did not participate because of a COVID-19-related refusal or quarantine. The schools submitting those appeals achieved the overall ISAT/IDAA participation rate of 97%. Among the non-participating students documented in the appeals, the majority (73% for ELA/literacy and 67% for mathematics) refused to participate for reasons related to COVID-19. The proportion of non-COVID reasons for non-participation was greater for ISAT/IDAA mathematics than ELA/literacy.

Figure 28: 2021 ISAT Participation Rates for ELA and Math



The non-participation reasons also varied across grade levels. A higher proportion of students in grade 10 than in other grades than other grades did not participate in ISAT/IDAA due to COVID-19 quarantine or reasons unrelated to COVID-19. The other grade levels tended to have a higher proportion of students who refused to participate for COVID-19-related reasons.

Figure 29: 2021 Reasons for Non-participation in ISAT ELA

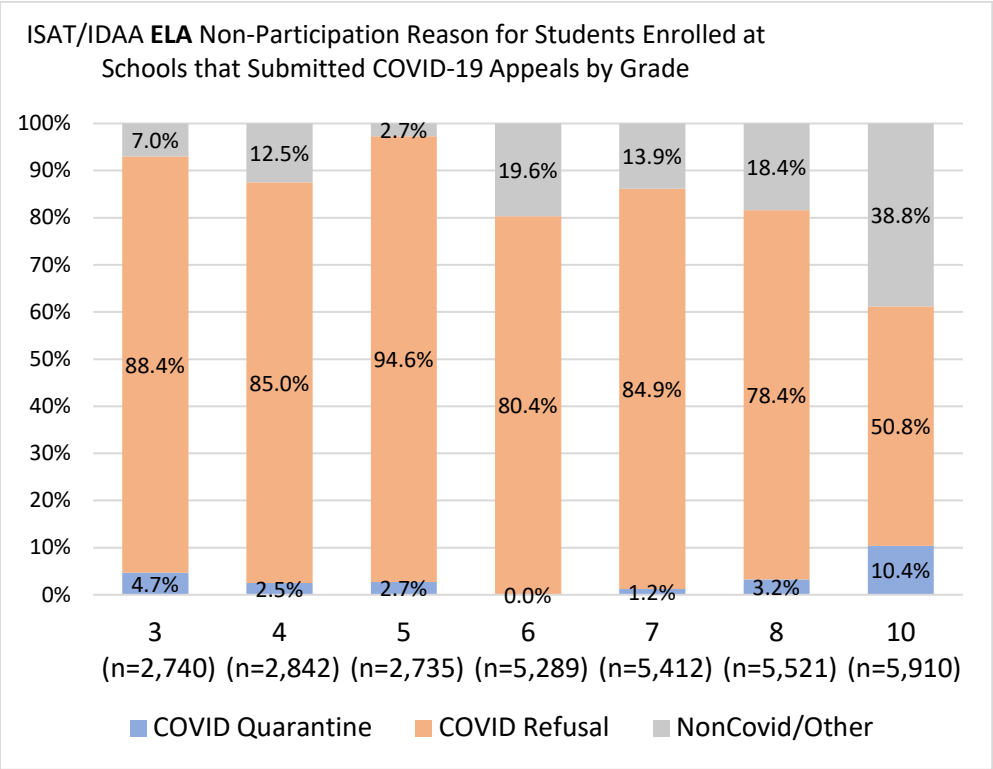
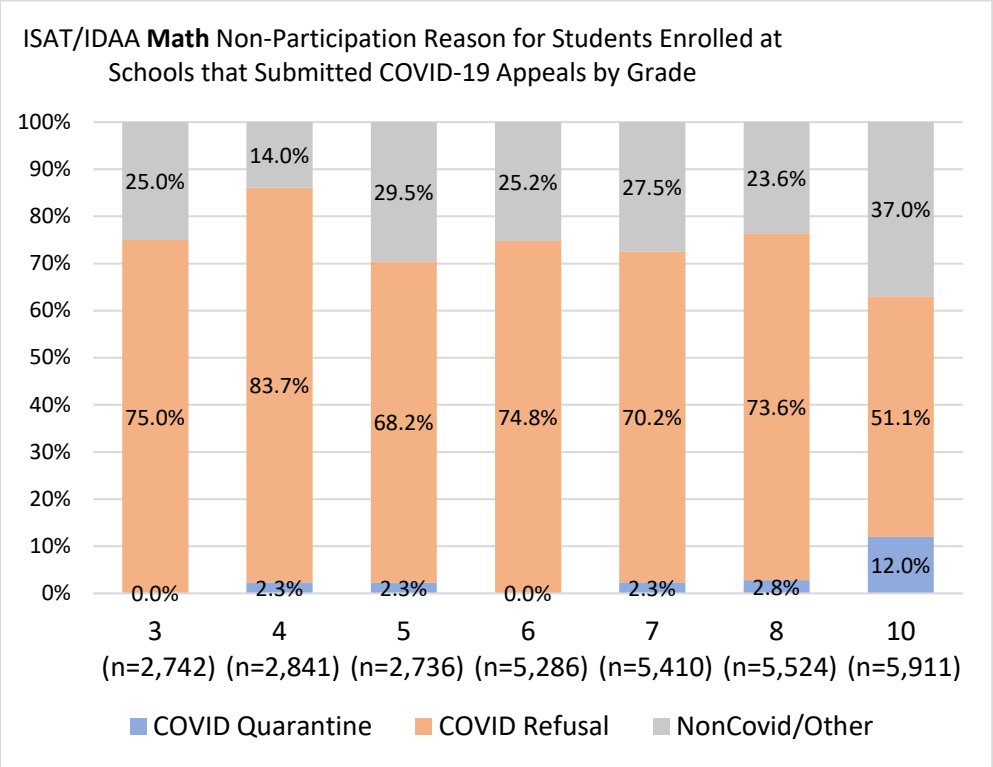


Figure 30: 2021 Reasons for Non-participation in ISAT Math



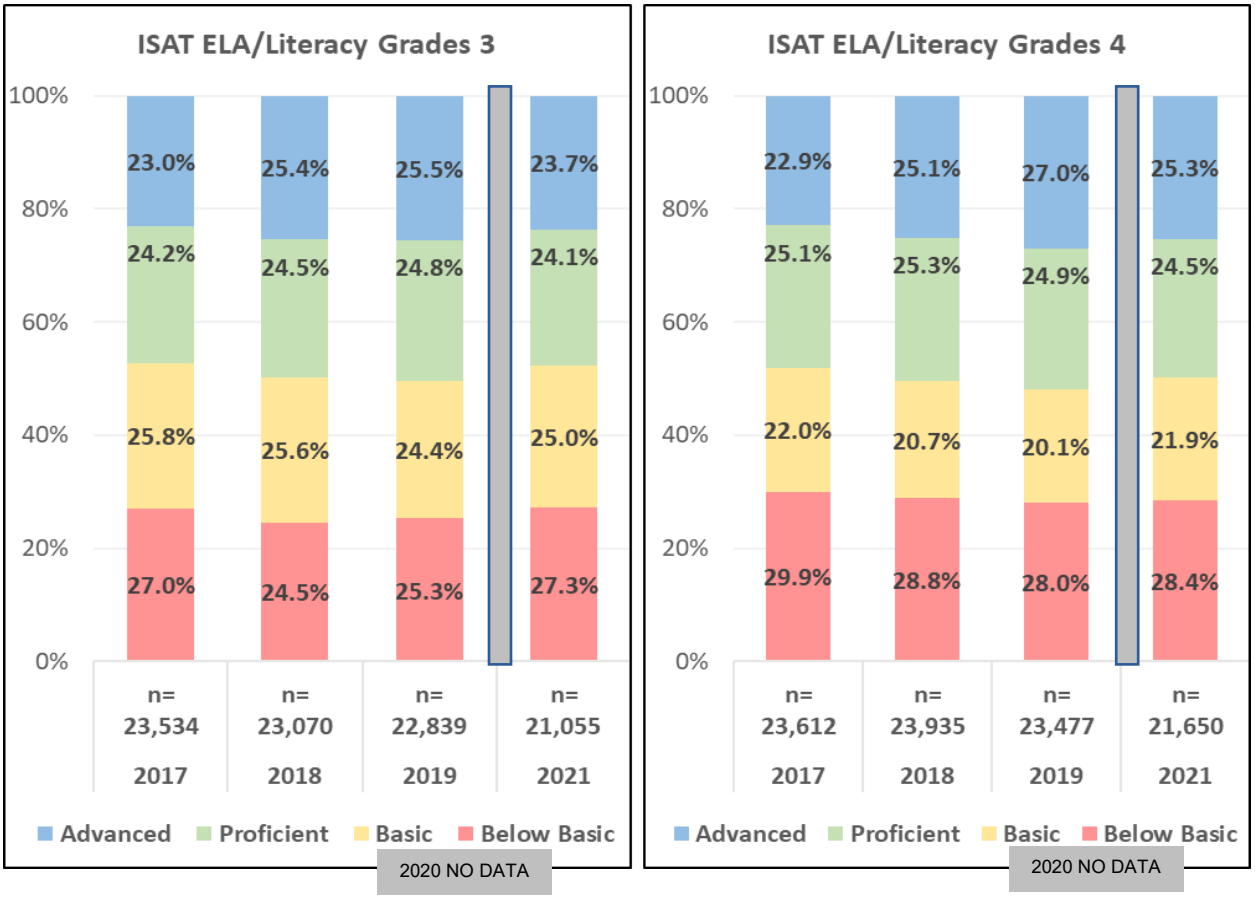
- The majority of non-participation reasons across all grades and for both tests was COVID-refusal.
- The proportion of non-COVID reasons grew in higher grades to 38.8 % (10th-grade ELA) and 37.0% (10th-grade Math).
- COVID quarantine was a more common cause of non-participation in 10th-grade than lower grades (10.4% for ELA, 12.0% for math).

ISAT ELA in Grades 3 and 4

Figure 31 shows a COVID-19 effect:

The proportions performing at Advanced and Proficient levels declined in both grades 3 and 4 this year after rising steadily from 2017 through 2019.

Figure 31: ISAT ELA/Literacy Performance Grades 3 and 4

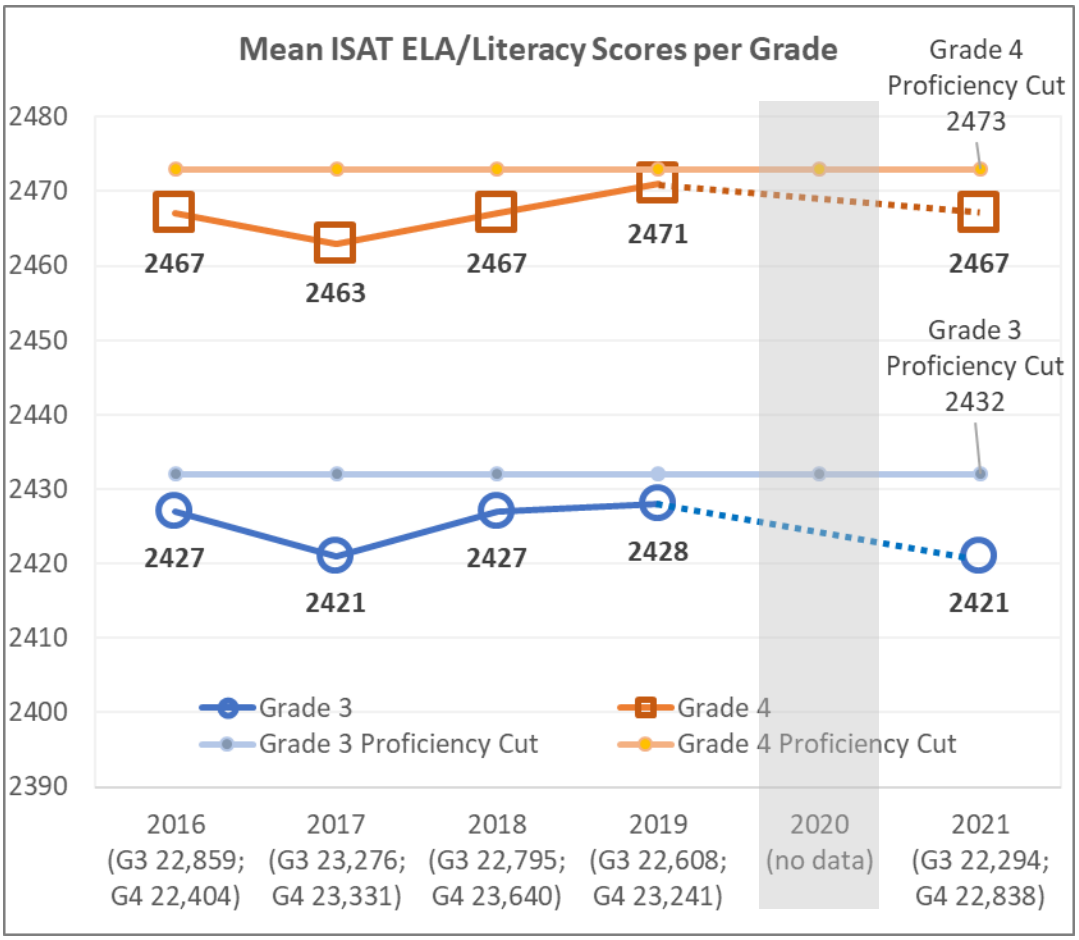


ISAT ELA Across Years in Grades 3 and 4

Figure 54 shows another view of the COVID-19 effect on reducing performance scores.

- Mean literacy scores in both grades 3 and 4 rose from 2017 through 2019 only to drop back to 2017 levels in 2021.

Figure 32: ISAT ELA Scale Scores per Grade



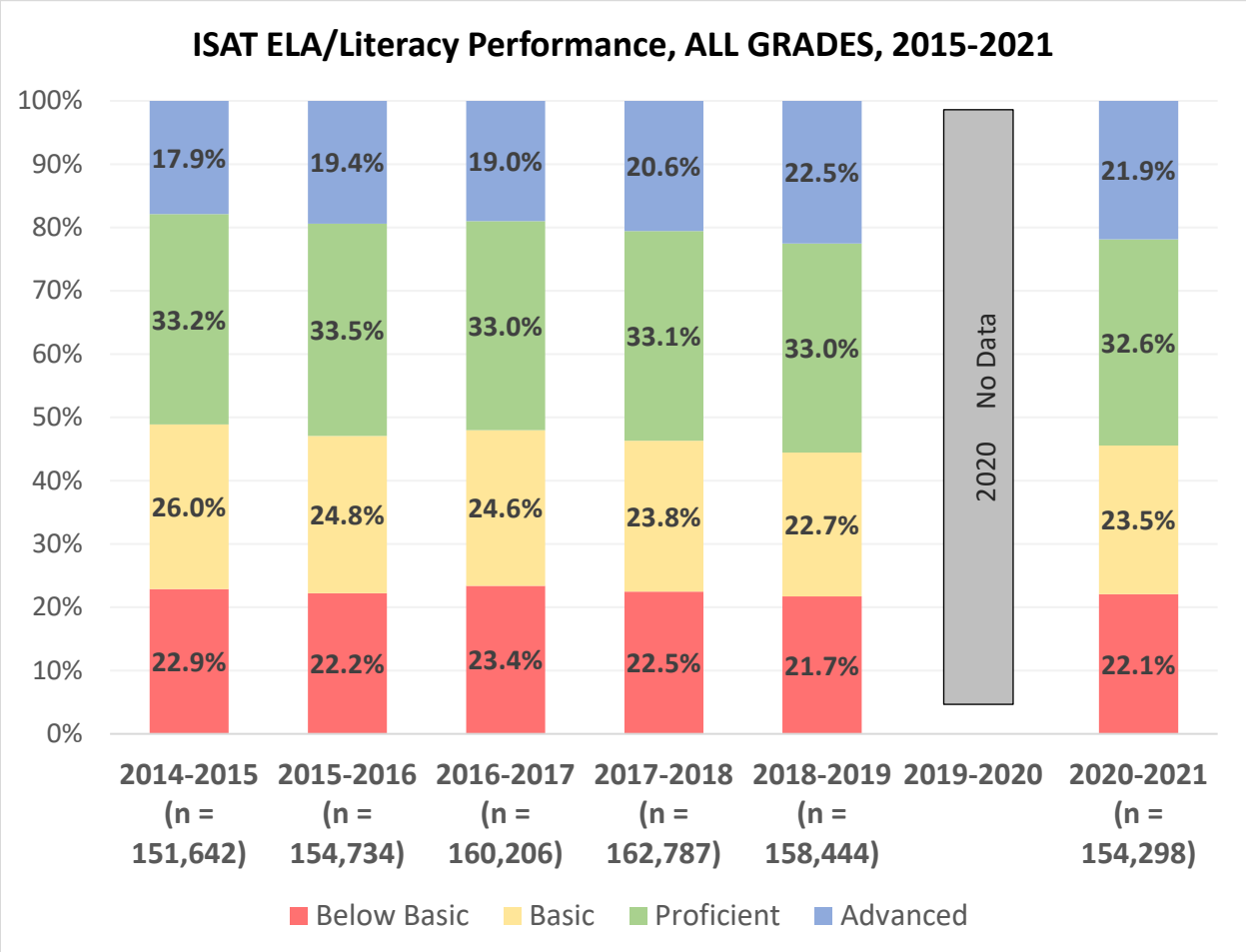
ISAT English Language Arts, ALL GRADES, 2015 – 2021

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

Figure 33 shows that

- The proportion achieving Advanced increased steadily through 2019 with a small decline in 2021.
- 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 33: ISAT ELA-Literacy, All Grades, SYs 2015 - 2021



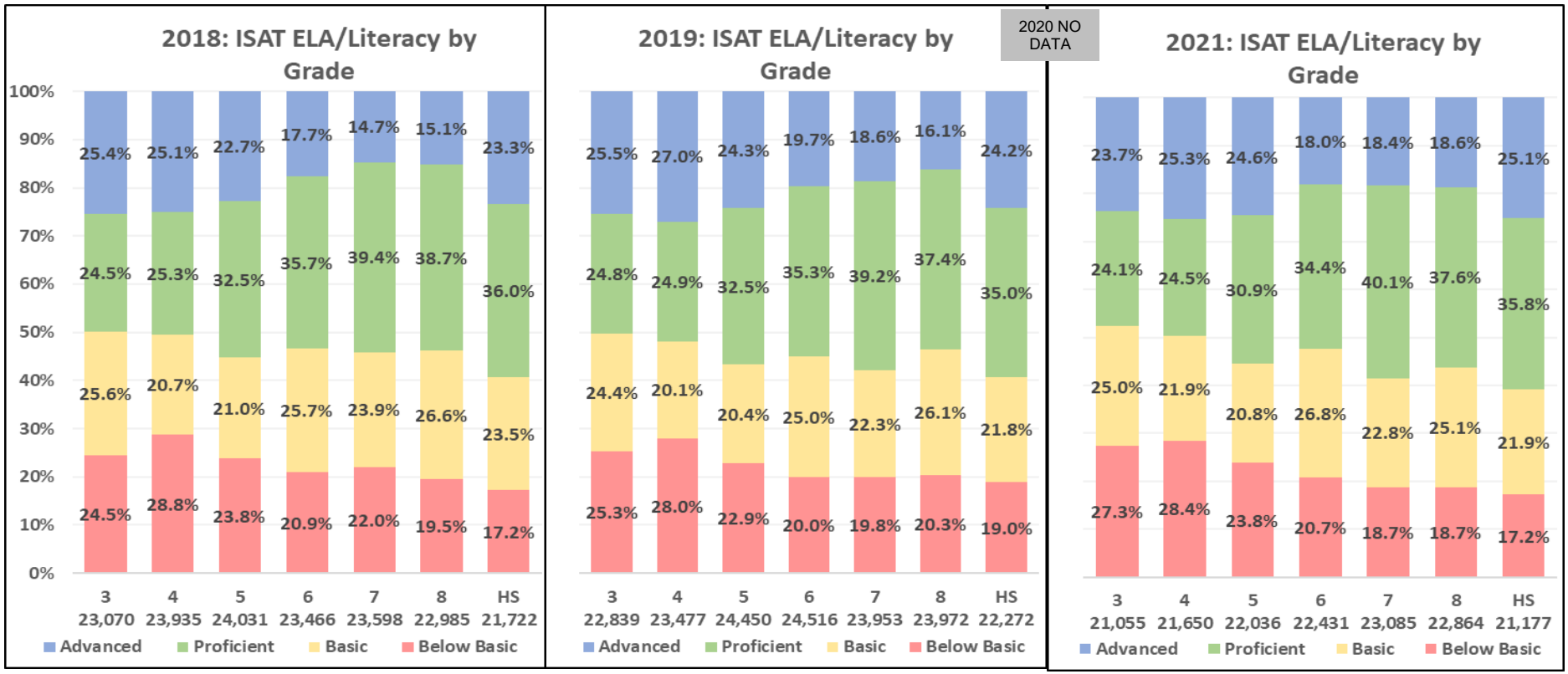
Note. *2019-20 data are not available because of COVID-related lapses in test-taking.*

ISAT English Language Arts Performance by Grade

Figure 34 shows that:

- Performance at Advanced level increased in 8th and 10th (HS) grades each year.
- Performance at Proficient level remained relatively stable in each grade, over time.
- Performance at Below Basic level shows a reduction from 2019 in grades 7, 8, and 10 (HS), ranging from 1.1 to 1.8 percentage points; but an increase in grades 3 through 6 of 0.4 to 2.0 percentage points.

Figure 34: ISAT ELA/Literacy by Grade in 2018, 2019, and 2021



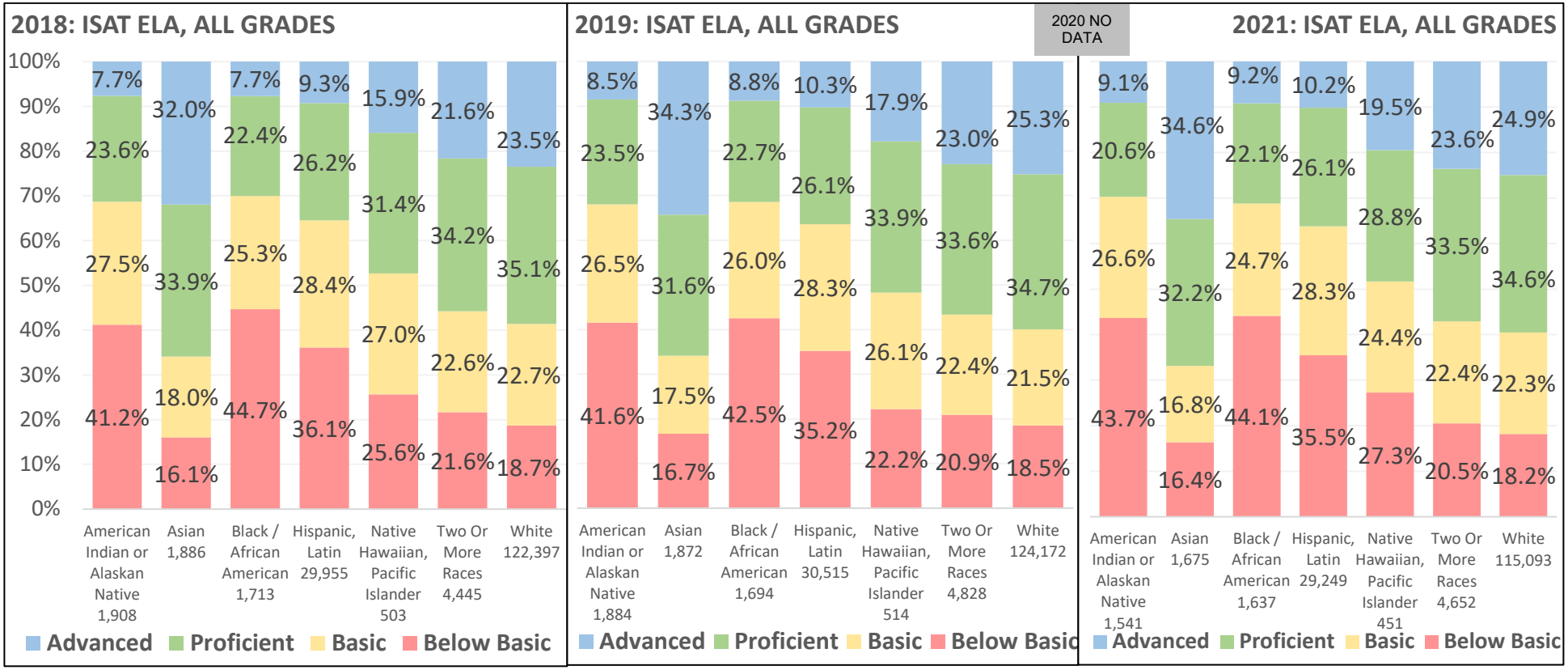
Note. *2019-20 data are not available because of COVID-related lapses in test-taking.*

ISAT English Language Arts Performance by Race/Ethnicity, ALL GRADES

Figure 35 shows that:

- Compared to 2018, all Race/Ethnicity student groups increased in the combined percentage of Proficient plus Advanced, except for American Indians.
- All groups except Asians, Mixed-race students and White students increased the percentage of students scoring Below Basic since 2019.
- Asians have consistently had a higher proportion of students scoring Proficient or Advanced than other groups since 2018.

Figure 35: ISAT ELA/Literacy by Race / Ethnicity in 2018, 2019, and 2021

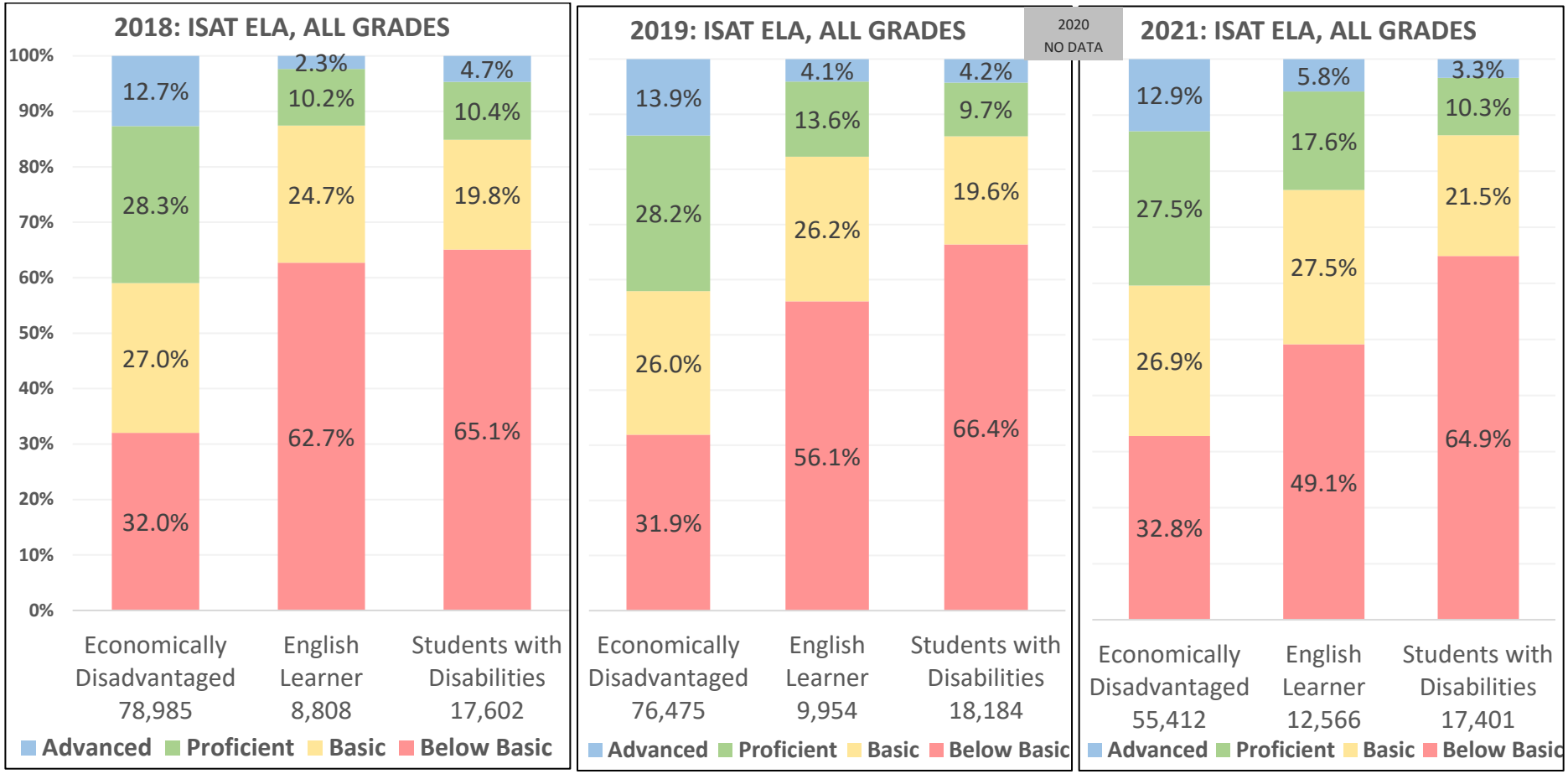


ISAT ELA Performance by Subgroup (EL, Economic Disadvantage, Disabilities) – ALL GRADES

As seen in Figure 36:

- English Learners have increased in the combined proportion of Advanced and Proficient each year since 2018 and decreased by 10 percentage points in Below Basic, this despite the change in exit criteria resulting in the exit of the most skilled speakers, which would have a downward effect on scores.
- Percentages of students with disabilities and economically disadvantaged students performing at Proficient or Advanced have declined over the three years seen below.
- Yet, percentages of students with disabilities who were Below Basic also decreased in 2021 compared to 2018 and 2019.

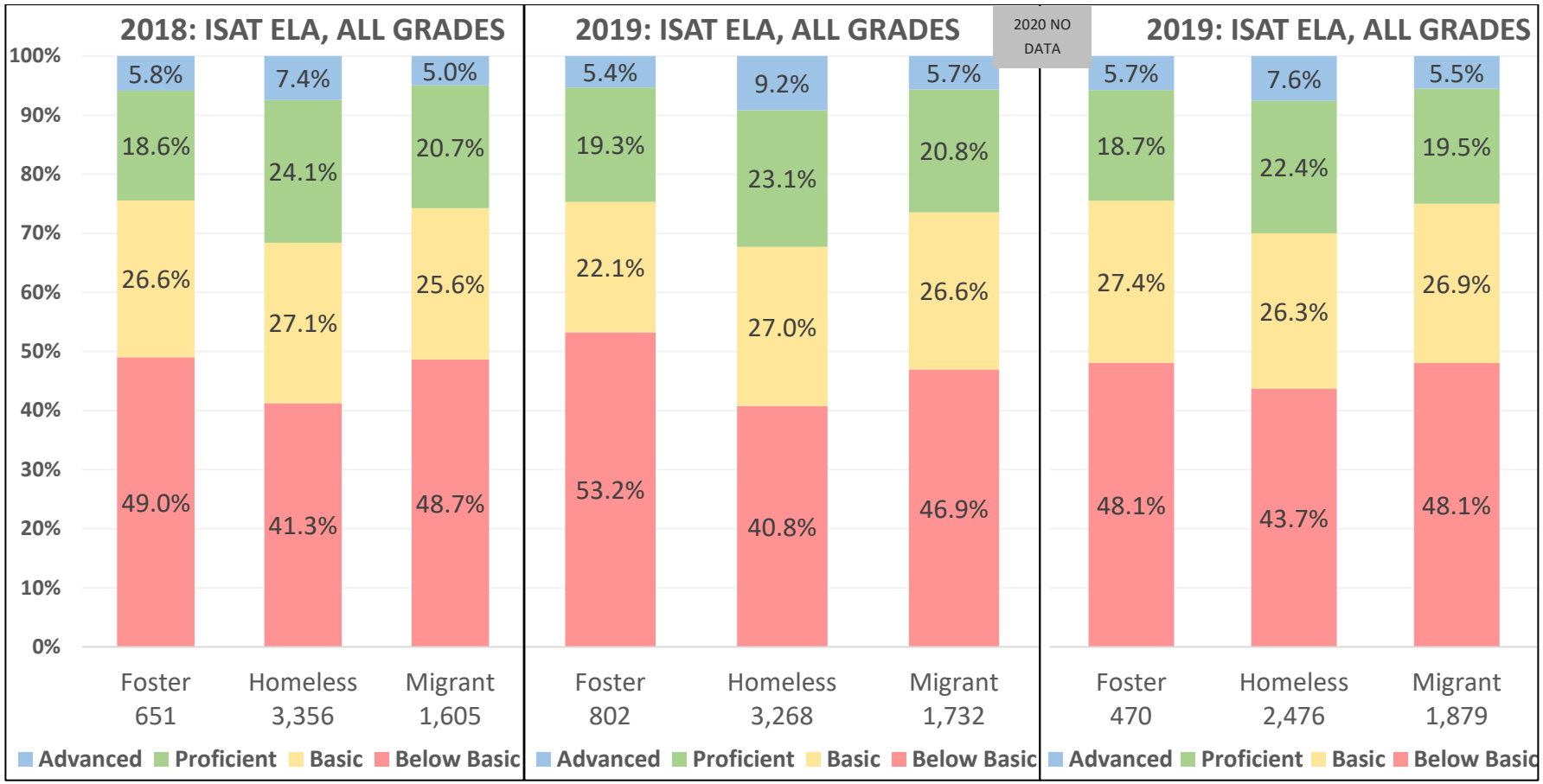
Figure 36: ISAT ELA/Literacy by Student Group 1 in 2018, 2019, and 2021



As seen in Figure 37:

- Homeless students, migrants, and those in foster care all increased somewhat in Advanced or Proficient levels from 2018 to 2019, and then decreased in 2021.
- Similarly, all three decreased in the proportion scoring Below Basic from 2018 to 2019, only to increase that proportion in 2021.

Figure 37: ISAT ELA/Literacy by Student Group 2 in 2018, 2019, and 2021

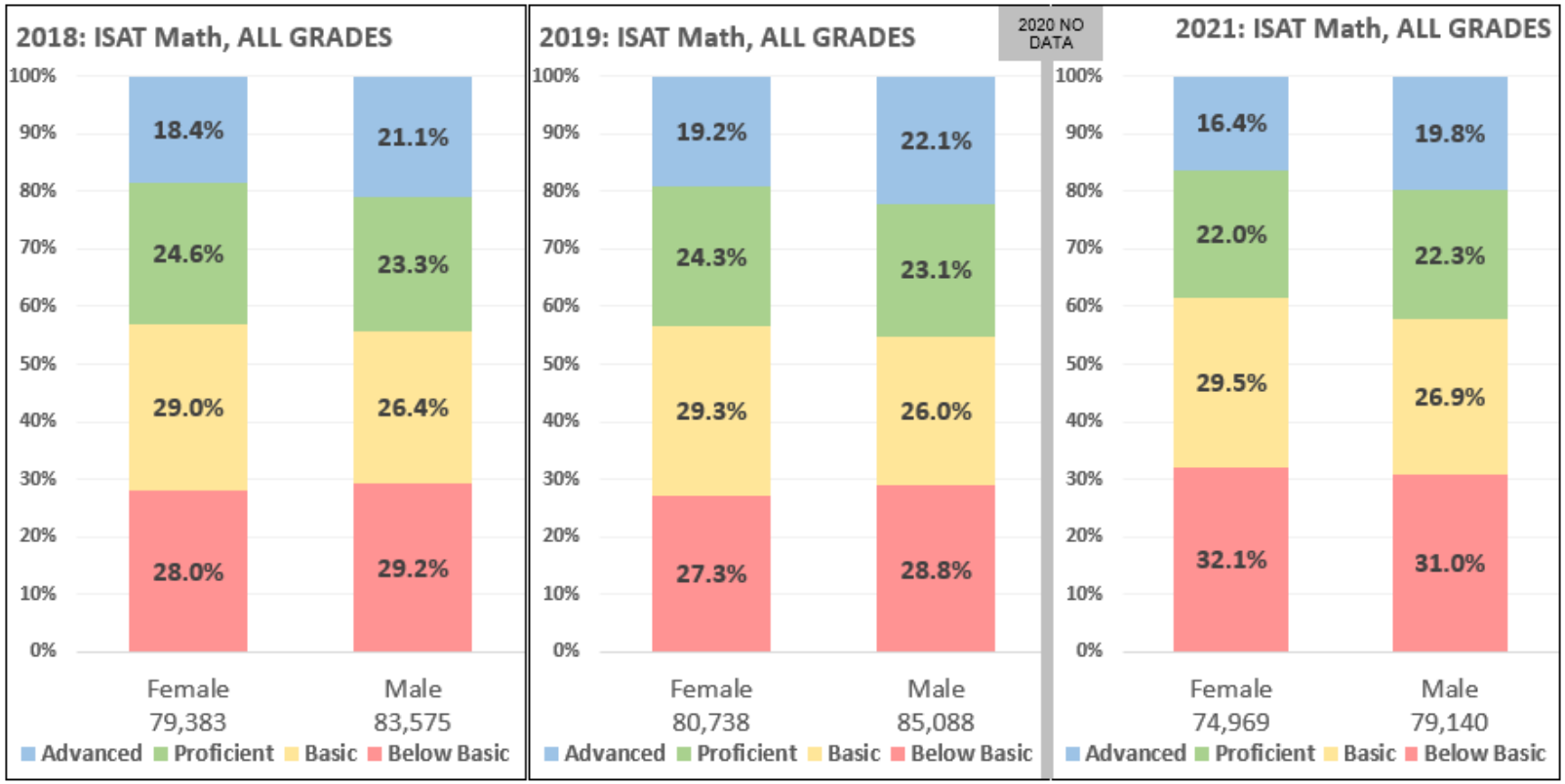


ISAT ELA Performance by Gender – ALL GRADES

Figure 38 shows

- Across the years, higher proportions of female than male students achieved Advanced – this gap has risen from 2.7 to 3.4 percentage points since 2018.
- Males have slightly increased proportions achieving Proficient or Advanced since 2018, and females held stable.

Figure 38: ISAT ELA/Literacy by Gender in 2018, 2019, and 2021

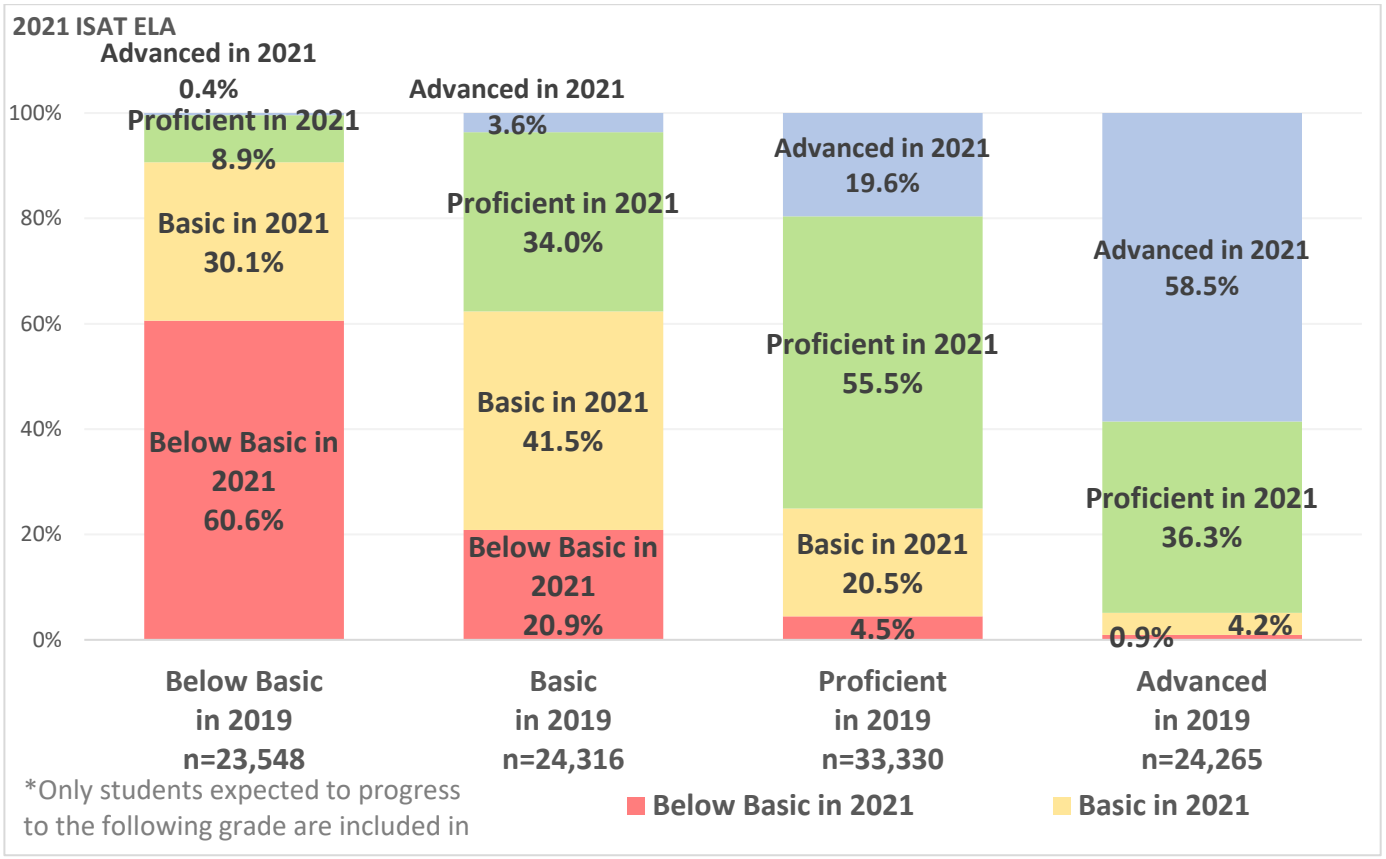


ISAT ELA – How Much Did Idaho Students Move Across Proficiency Levels?

Figure 39 shows the change versus stability of students' ISAT ELA proficiency levels across two measurement times - 2019 versus 2021. Each vertical, stacked bar represents all the students 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, 60.6% 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 (36.3%) or upward from Basic (34.0%).

Figure 39: ISAT ELA Proficiency Level in 2021 Shown Per 2019 Starting Level



Note that 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 about 66,000 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.

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 2021. It examined their mean scale scores progressing from school years 2016 through 2021. For both the 7th- and 8th-grade cohorts, the graph starts in their 3rd grade because that is the first grade ISAT is administered. It progresses to their cohort grade in 2021. For the 10th-grade cohort, it starts in their 5th grade in 2015-16. All students with a score in at least three grades were included in the cohort analysis. Students were included regardless of their progression to the expected next grade. The graph shows composite scores as well as constituent claims scores. Claim scores evaluate achievement on each of the four skills that comprise English language and literacy – Reading, Listening and Speaking, Writing, and Research. The four claim scores are combined into the Composite.

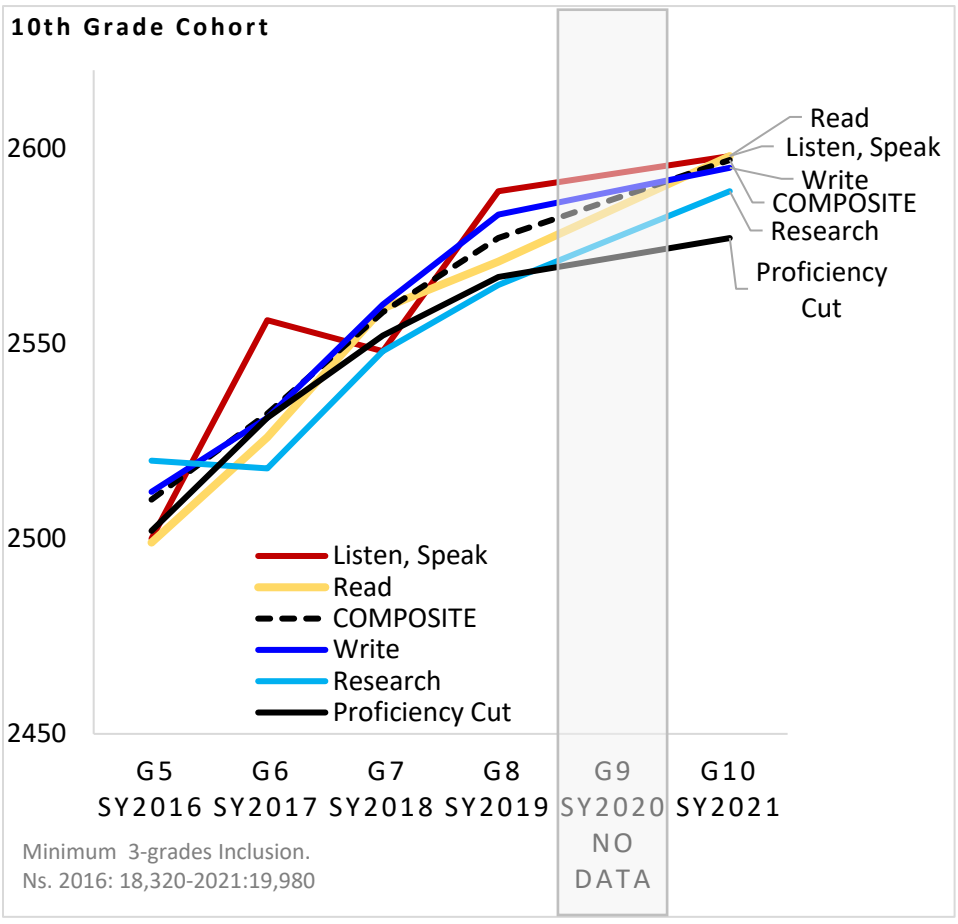
The graphs show the Composite score in dashed black; each claim in a color, and the Proficiency Cut Score in black. The Cut score is the level a student is considered proficient within the grade.

ISAT ELA Longitudinal Analysis of Mean Claim and Composite Scores for 10th-, 8th-, and 7th-Grade Cohorts

As seen in Figure 40 showing the 10th-grade cohort:

- The Research claim had generally the lowest mean scores of all the claim scores; Listening and Speaking had the most variable score by grade.
- By 6th grade, the mean Writing and Composite scores had surpassed the Proficiency Cut for that grade, and by 8th grade, all of the claim scores and the Composite met or exceeded the 8th-grade Proficiency Cut.

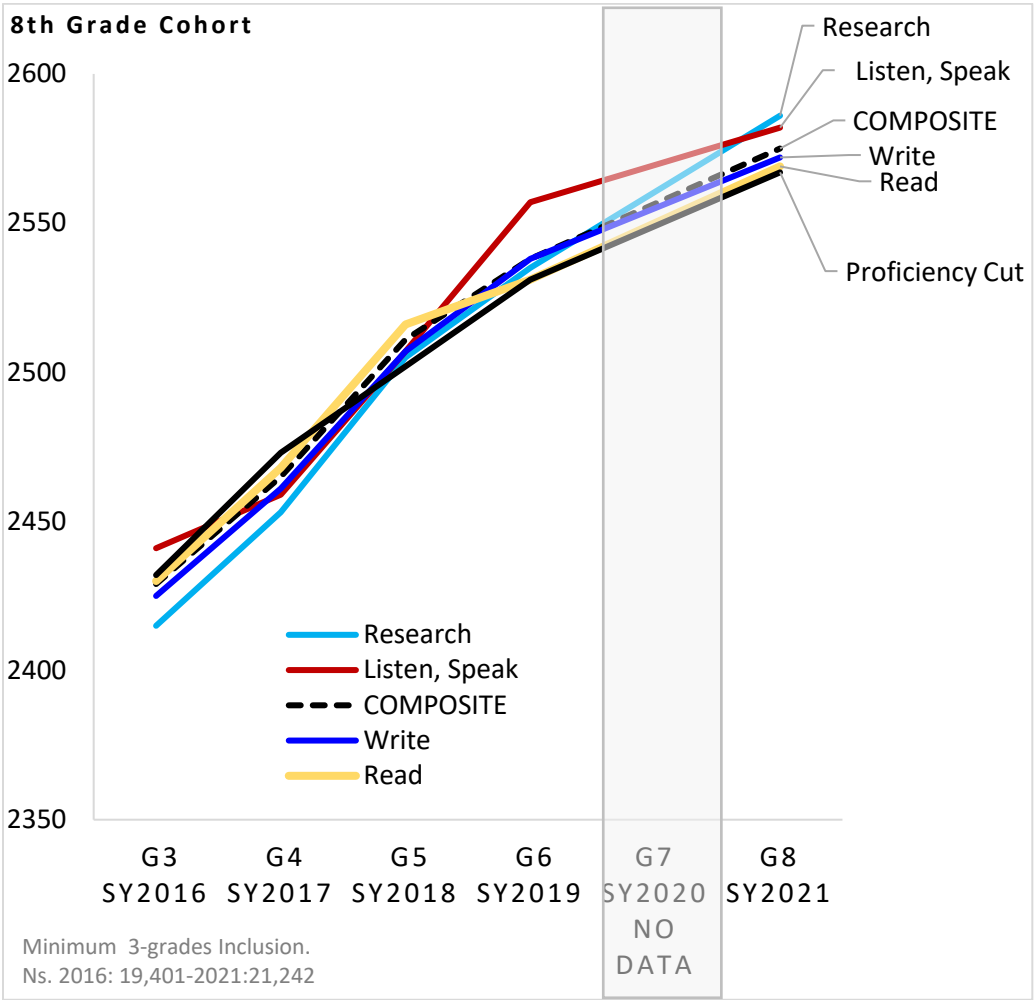
Figure 40: ISAT ELA Mean Scores of 10th-Grade Cohort SYs 2016 – 2021



As seen in the 8th-grade cohort analysis:

- The mean claim scores for 8th grade varied less from one another causing their lines them to appear more closely spaced together than was true for the 10th-grade cohort.
- Yet, similar to the pattern seen in the 10th-grade cohort, the Listening and Speaking claim was the most variable by grade. Also similar was that the Research claim started with the lowest mean scores in early grades. Unlike the 10th-grade cohort, it finished at the top in this 8th-grade cohort.
- For this cohort, all the claims and the composite reached or exceeded the Proficiency Cut by 5th grade, one or more grades earlier than in the prior 10th-grade cohort.

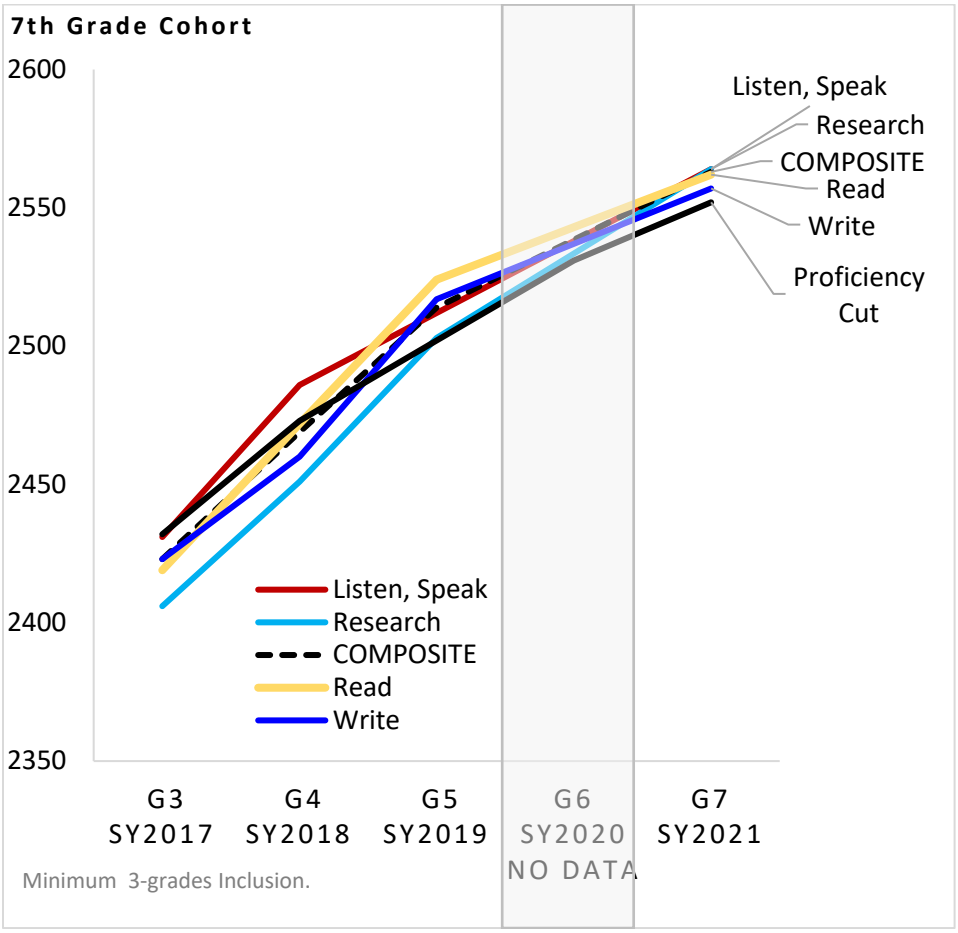
Figure 41: ISAT ELA Mean Scores of 8th-Grade Cohort SYs 2016 - 2021



The 7th-grade cohort analysis below shows that:

- The distribution of claim means and the progression across grades closely resembles that of the 8th-grade cohort.
- As with the 8th-grade cohort, all claim means and the composite reached the Proficiency Cut by 5th grade, a grade earlier than at least some of the claims crossed in the 10th-grade cohort.

Figure 42: ISAT ELA Mean Scores of 7th-Grade Cohort SYs 2016 - 2021



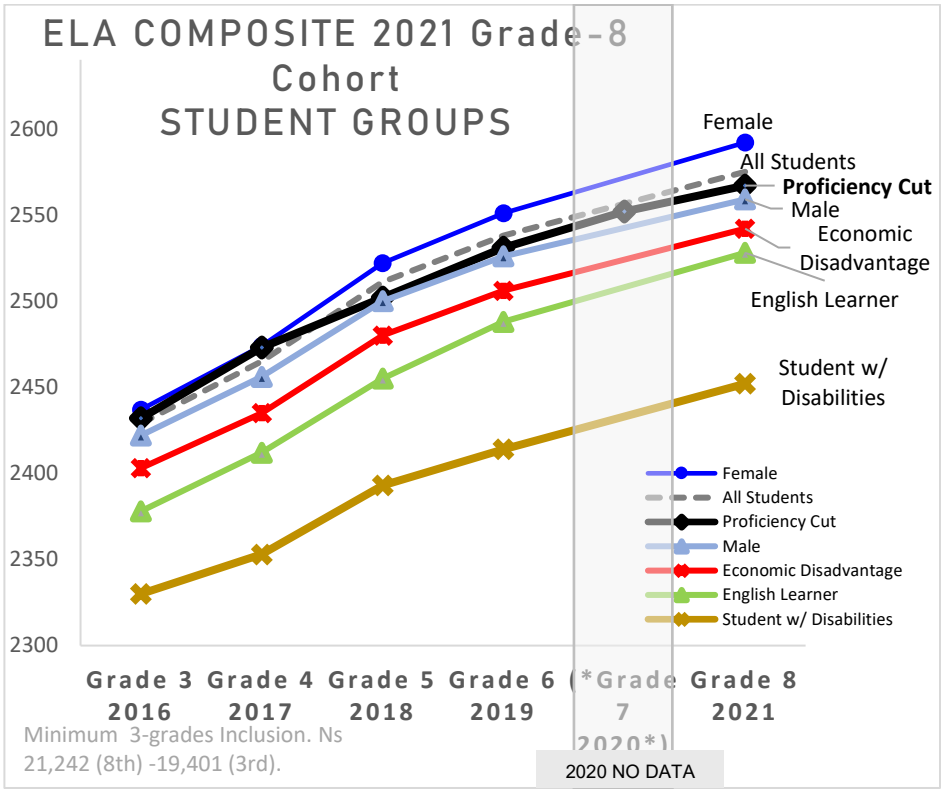
In-Depth ISAT ELA Longitudinal Analysis of 8th-Grade Cohort's Mean Claim Scores by Student Groups

This analysis reviewed the ELA performance of the cohort of students in the 8th grade in school year 2020-21. It examined their mean scale scores progressing from 2015-16 when they were in the 3rd grade through 8th grade, using the method described on page 43. Each of the following ten graphs shows either the Composite or a single claim, with the black Proficiency Cut score and the various student groups and race/ethnicities in different colors. The gray dashed line is either All Students or White students, depending on the graph.

Figure 43 reporting COMPOSITE scores across time shows that:

- Average student performance for students moved from just below to just above proficiency in grade 4, and maintained that performance.
- Asians, females, and students of multiple races accelerated growth from grades 3 through 8 above proficiency.
- Students in general and native Hawaiians accelerated growth toward Proficiency across the grades.
- The distance below Proficiency grew for students with disabilities, Hispanics, Native Americans, and African Americans, starting around grade 4.

Figure 43: ISAT ELA Mean Composite Scores by Student Group and Race/Ethnicity



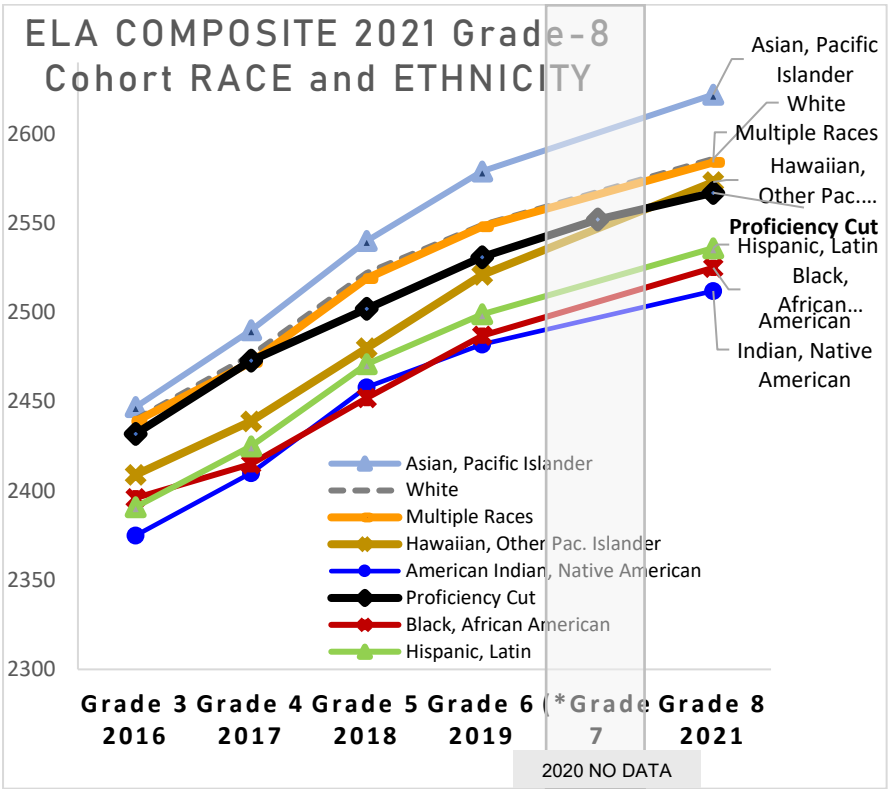


Figure 44 shows performance on the READING claim across student groups.

- It reveals a similar pattern to that seen on the COMPOSITE scores in Figure 43 (page 46) above.

Figure 44: ISAT ELA Mean READING Scores by Student Group and Race/Ethnicity

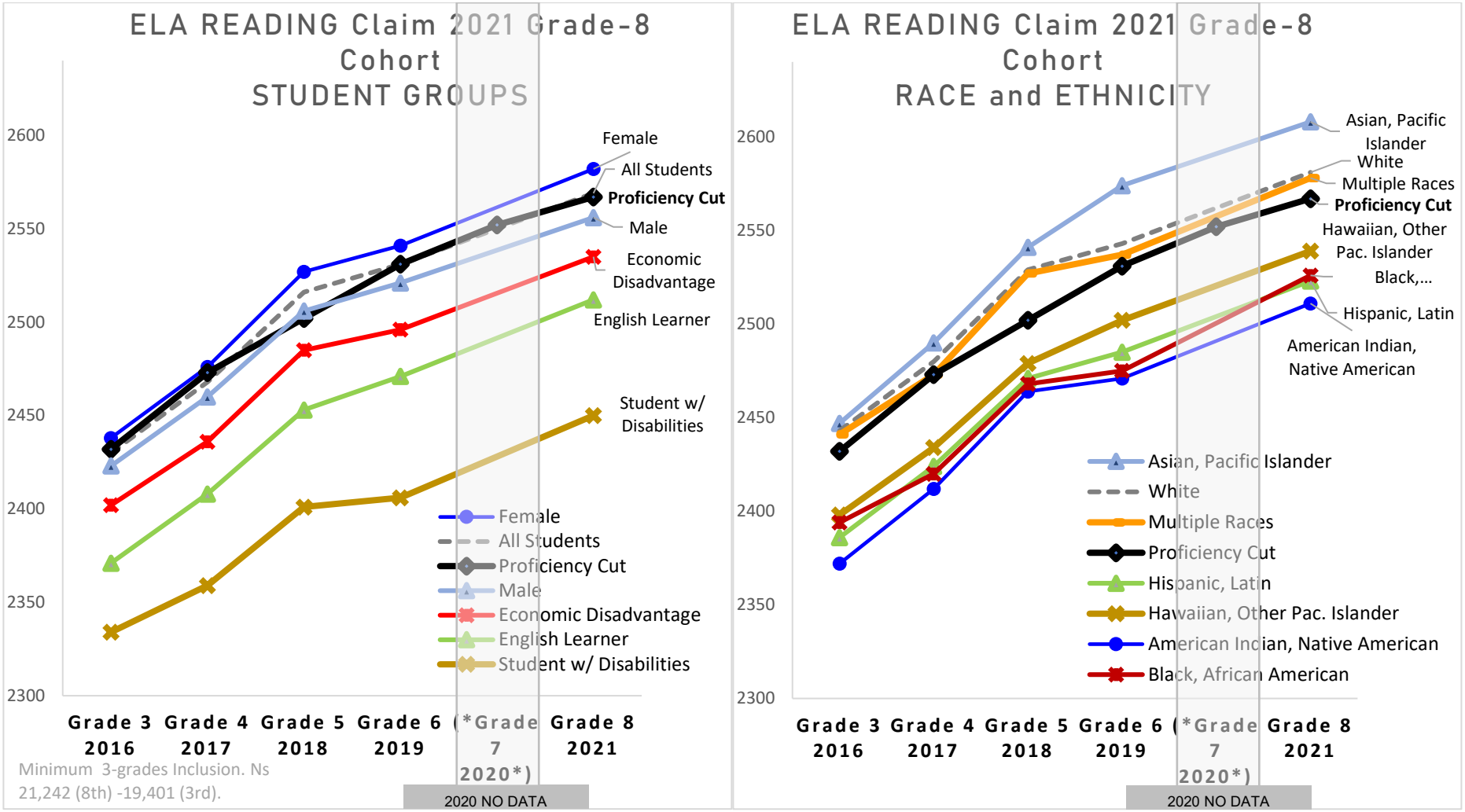


Figure 45 shows performance on the LISTENING claim across student groups.

- It reveals a similar pattern to that seen on the COMPOSITE scores in Figure 43 (page 46) above.

Figure 45: ISAT ELA Mean LISTENING Scores by Student Group and Race/Ethnicity

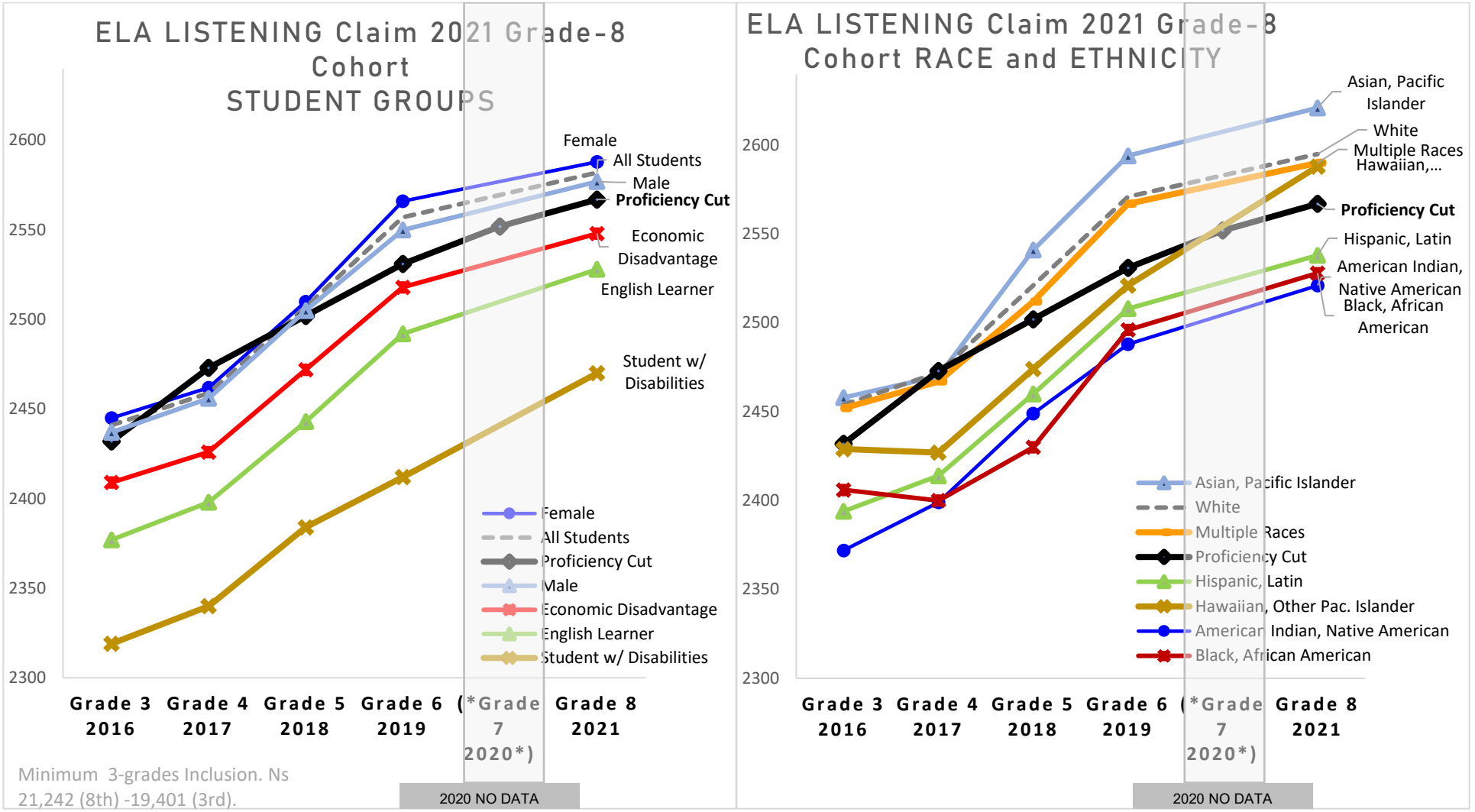
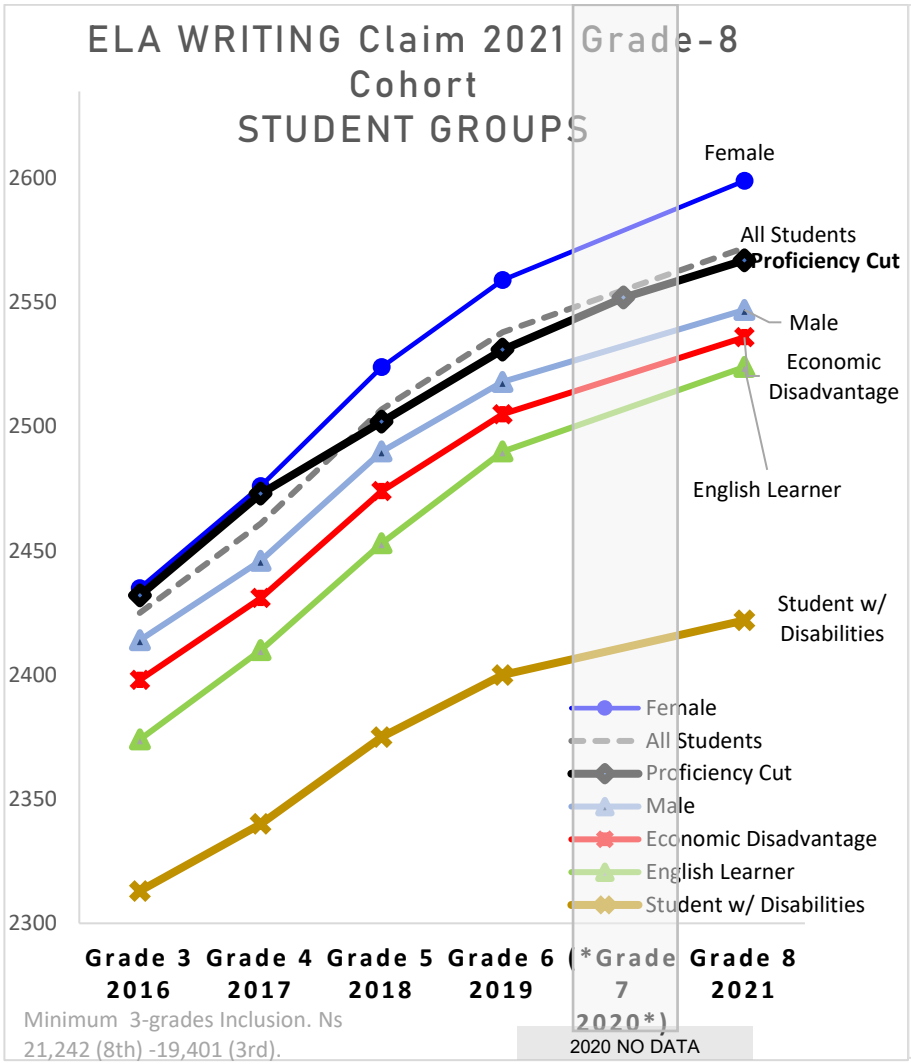


Figure 46 shows performance on the WRITING claim across student groups.

- It reveals a similar pattern that seen on the COMPOSITE scores (Figure 43, page 46), except Asian/Pacific Islander students' advantage is greater on this claim than others, starting in grade 6.
- Females showed similarly accelerated growth on this claim compared to other groups.

Figure 46: ISAT ELA Mean WRITING Scores by Student Group and Race/Ethnicity



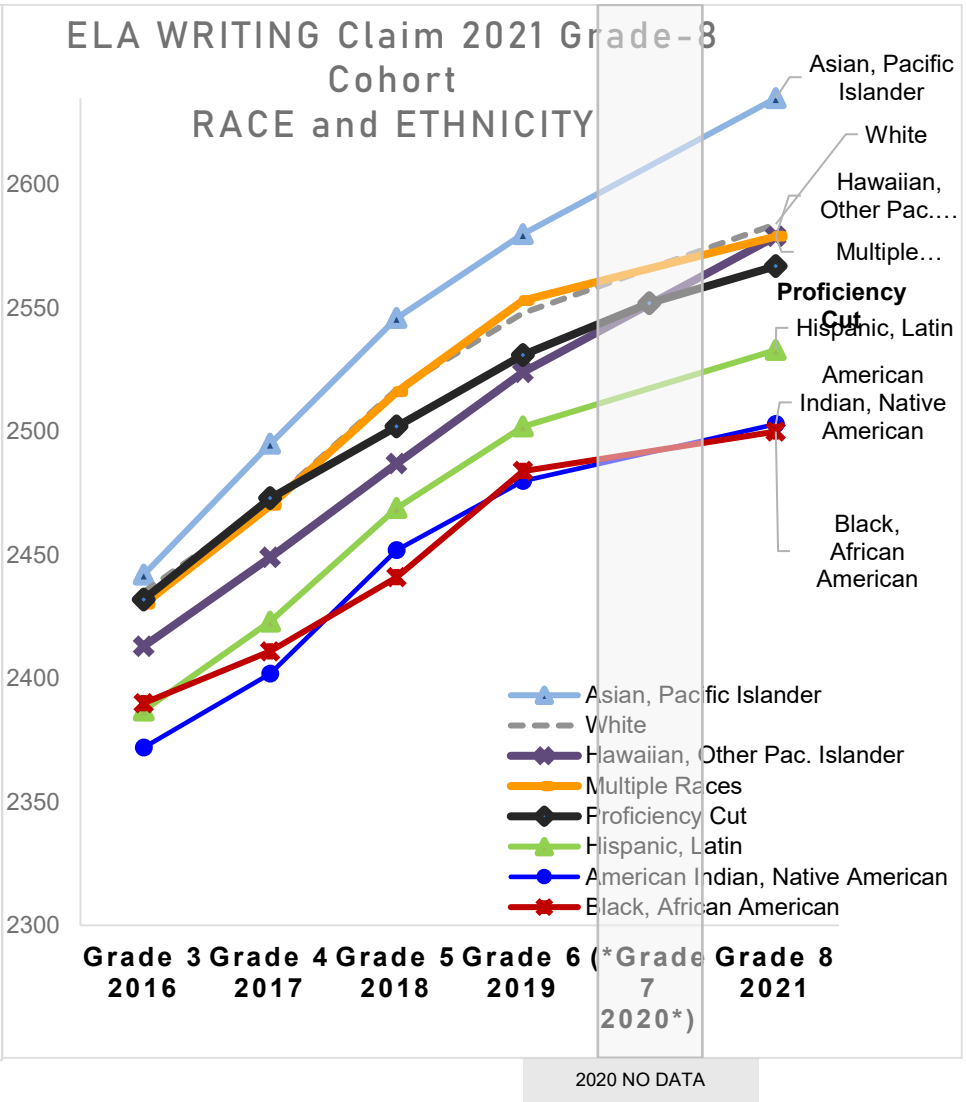
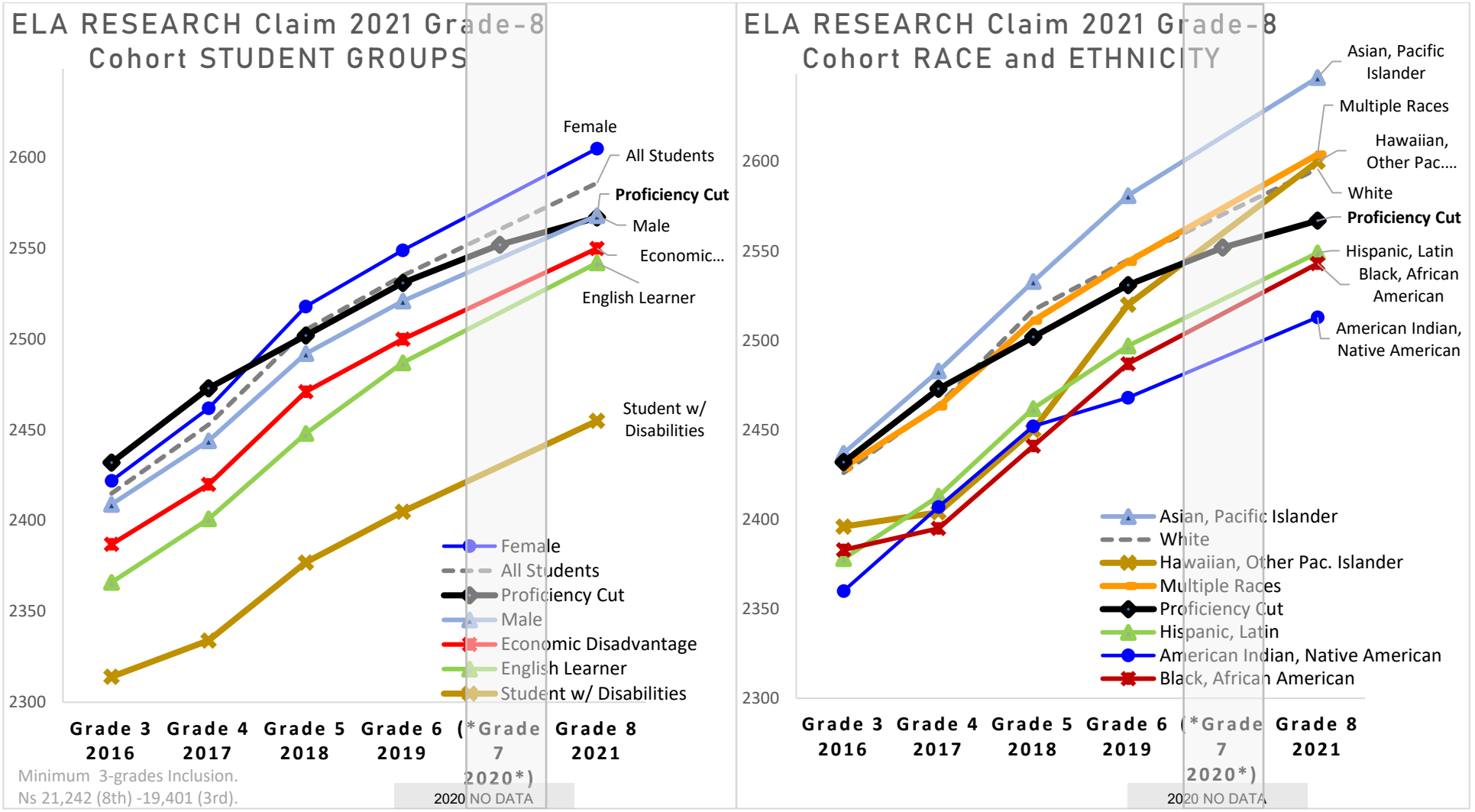


Figure 47 shows that

- The RESEARCH claim has a similar pattern to that seen for the COMPOSITE score, except
  - The RESEARCH scores reveal increasing separation of the top-performing groups from others.
  - They also show growth of four groups above the proficiency level by 8th grade, compared to just two student groups for the COMPOSITE and the other claims.

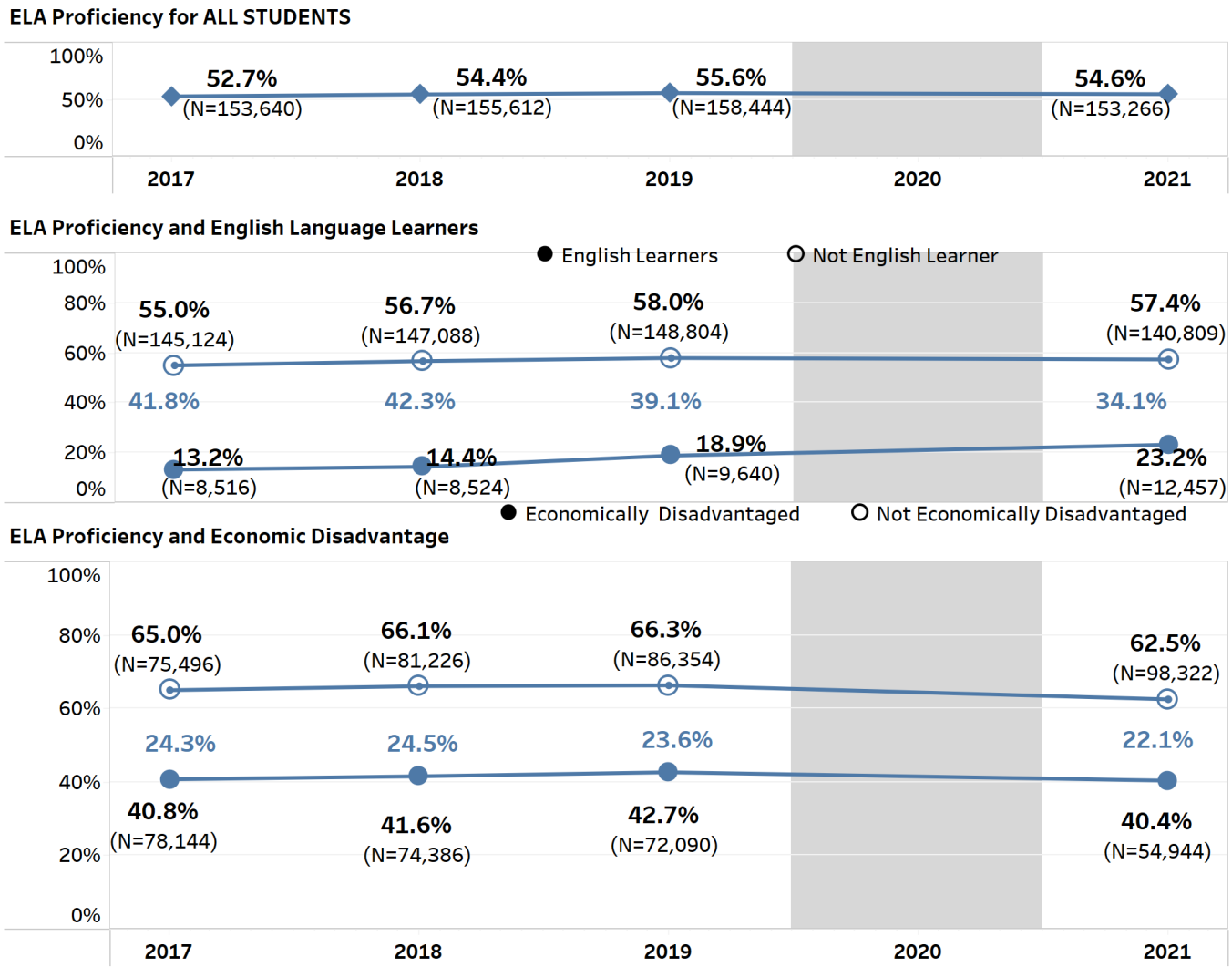
Figure 47: ISAT ELA Mean RESEARCH Scores by Student Group and Race/Ethnicity



ISAT ELA Proficiency Rates and Student Group Gaps

Figure 48 through Figure 50 show that across all students, the proportions proficient rose gradually to 2019, and then fell in 2021 back to near the 2018 level.

Figure 48: ISAT ELA Percentages Proficient: ELL, Economic Disadvantage



Most student groups' proportions mirrored the all-students pattern of rise through 2019 and decline in 2021, except students with disabilities whose recent high in 2018 preceded a 2-year decline, and ELs whose proficiency proportions rose by 10 points from 2017 to 2021.

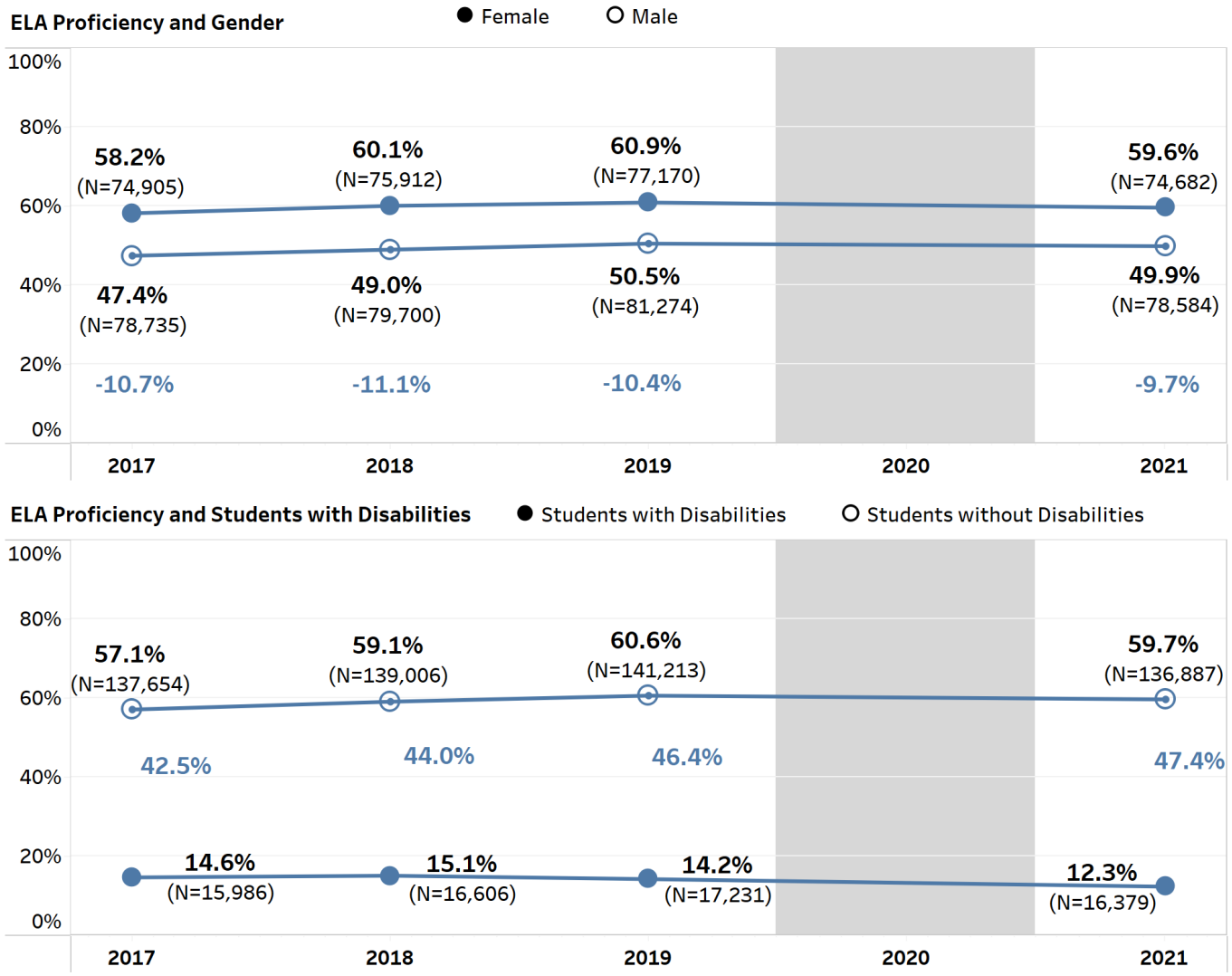
Except for English Learners, the ISAT ELA performance gaps for most student groups did not deviate by more than 1-2 percentage points from 2019 to 2021.

One of the seven ISAT ELA performance gaps associated with student groups stayed relatively steady (Hispanics).

Three grew by 1-2 percentage points (migrants, students with disabilities, foster Students) by 2021.

Three groups narrowed, the males and students with economic disadvantage shrank it by 1.5 points; and ELs narrowed it by 5 points.

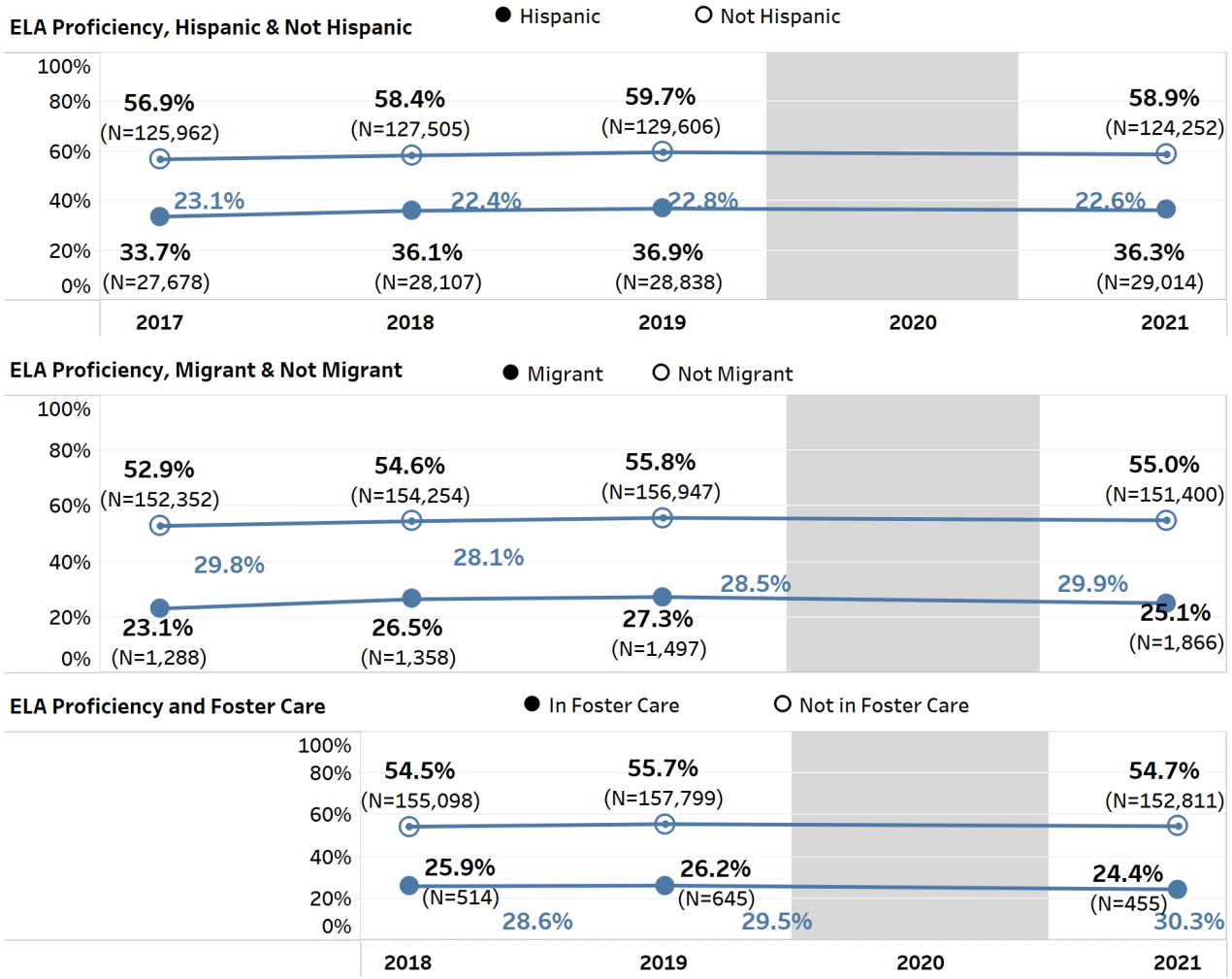
Figure 49: ISAT ELA Percentages Proficient: Gender, Economic Disadvantage



The gender gap narrowed by 1.4 percentage points from 2018 to 2021.

The gap for students with disabilities grew gradually each year from 2017 to 2021 by a total of nearly 5 percentage points because of their decreasing proportions proficient.

Figure 50: ISAT ELA Percentages Proficient: Hispanic, Migrant, Foster



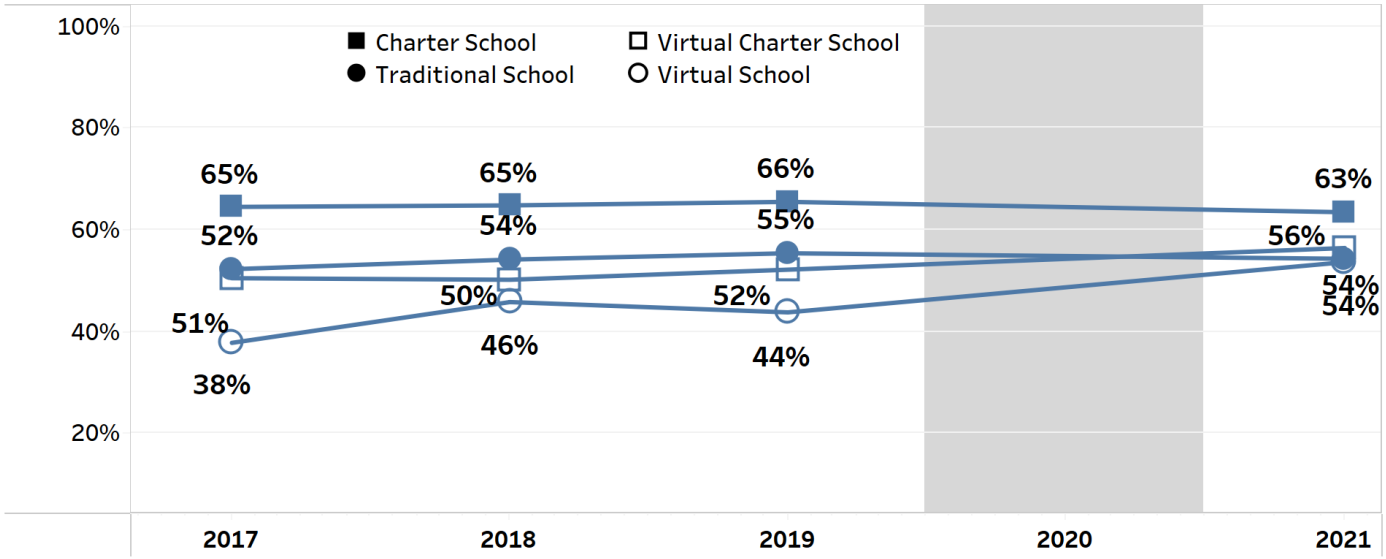
The gap for Hispanics was relatively stable.

The gap for migrant students varied up and down, changing from 0.6 to 1.7 points per year.

The gap for foster students rose from 2018 to 2021.

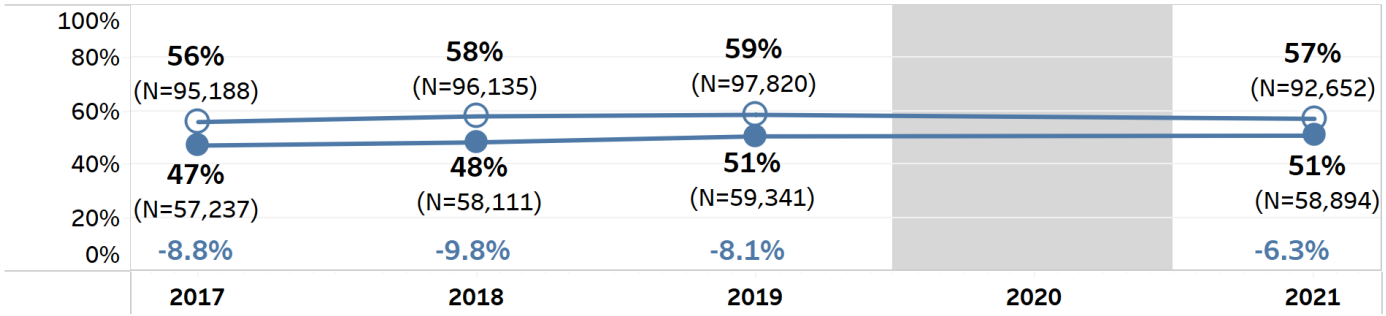
Figure 51: ISAT ELA Percentages Proficient by School Differences

ELA Proficiency, School Type



	2017	2018	2019	2020	2021
Charter School	8,405	8,643	9,787		10,940
Traditional School	139,486	140,865	142,195		128,753
Virtual Charter School	1,463	1,450	1,462		3,056
Virtual School	291	502	1,144		6,367

ELA Proficiency, Rural and Non-Rural



The differences in ISAT ELA proficiency rates among school types narrowed from 27 points (Charter to Virtual) in 2017, to 9 points in 2021.

This change occurred mostly because of the dramatic proficiency rise among virtual schools from 38% proficient in 2017 to 54% in 2021.

Charter schools remained at the top with 63% proficient in 2021, despite a 2-point decline from 2019 to 2021. The remaining types – traditional, virtual charter, and virtual (district-run) schools – ranged from 54% to 56% proficient.

The gap between rural and non-rural schools declined 6.3 points to its lowest since 2017 because both types improved through 2019, and then non-rural schools declined in 2021 while rural schools stayed steady.

MATH ACHIEVEMENT

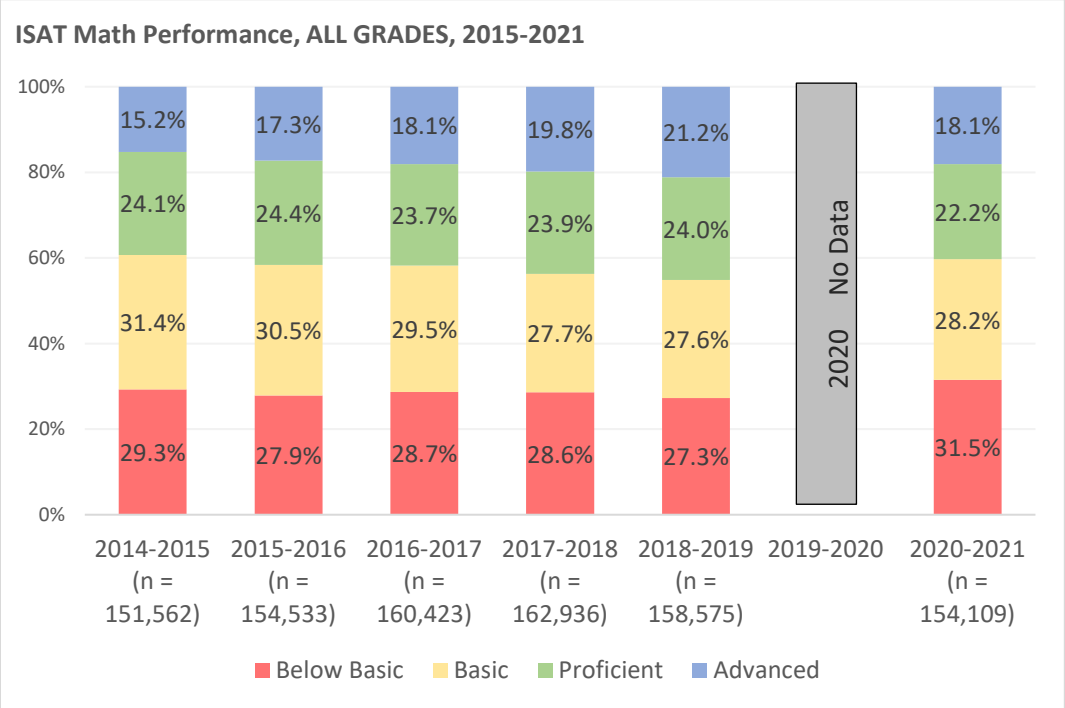
Idaho students' achievement in math is measured annually in the Spring summative ISAT Math assessment. The results are reported in two primary ways: scale scores and achievement levels. Based on their scale scores, students fall into one of four categories of performance called achievement levels. In 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) performance levels of students in middle school grades 5-8; and (d) performance of students in all grades 3-8 and 10 with a focus on various student groups and related performance gaps.

ISAT Math Achievement

The ISAT Math findings show a similar COVID-19 effect to that in other indices. As seen in Figure 52:

- Through 2019, the proportion of students scoring Advanced increased by 6.0 percentage points, but in 2021 it declined to the 2017 level
- The percentage of Proficient students remained relatively stable from 2015 through 2019, and declined in 2021.
- As a result, the percentage at both Basic and Below Basic trended down through 2019 but edged up in 2021.
- The proportion of Below Basic is the highest it has been since 2015.

Figure 52: ISAT Math SYs 2015-2021



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

Longitudinal Review of Three Grade Cohorts' ISAT Math Performance Claims

This analysis reviewed the Math performance of three cohorts of students who were in either the 7th, the 8th, or the 10th grade in SY 2020-21. It examined their mean scale scores progressing from school year 2016 through 2021. 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 2021. For the 10th-grade cohort, it starts in their 5th grade in 2015-16. 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 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, Problem Solving, and Reasoning and Communicating. The claim scores are combined into the composite.

The graphs show the composite score in **dashed-gray**; 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.

The pattern for all three cohorts is the same:

- Students' means started in grade 3 at or near proficiency in the Concepts claim and the composite.
- By grade 5, students' progress on all claims and the composite flattened, diverging increasingly below the Proficiency Cut, which continued to rise.

Figure 53: ISAT MATH Scale Scores, Grade-7 Cohort by Claim, School Year

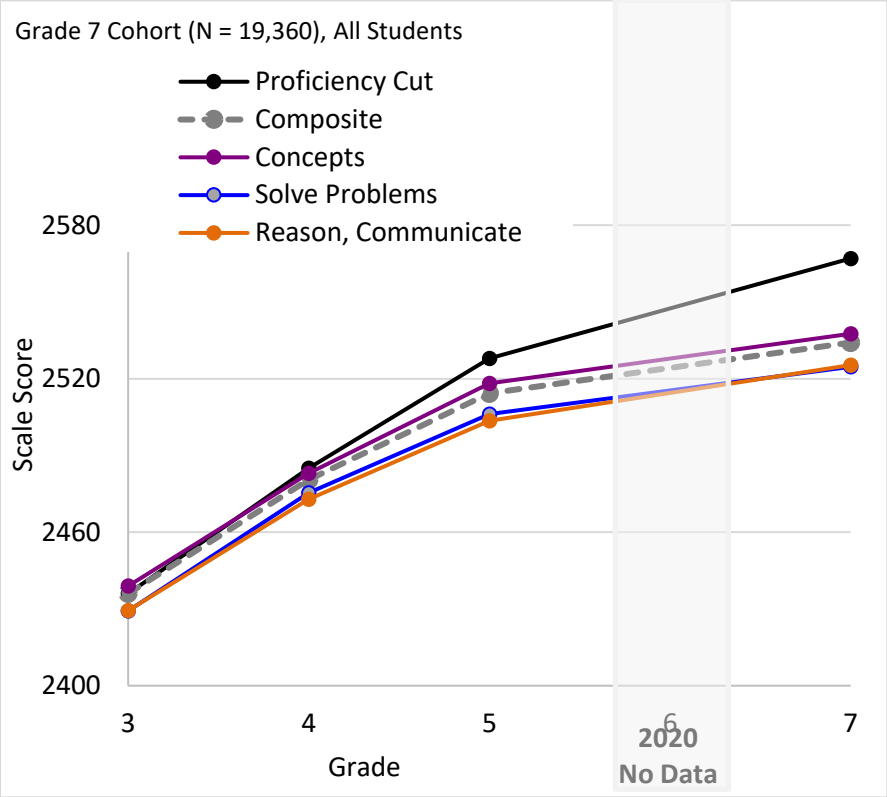


Figure 54: ISAT MATH Scale Scores, Grade-8 Cohort by Claim, School Year

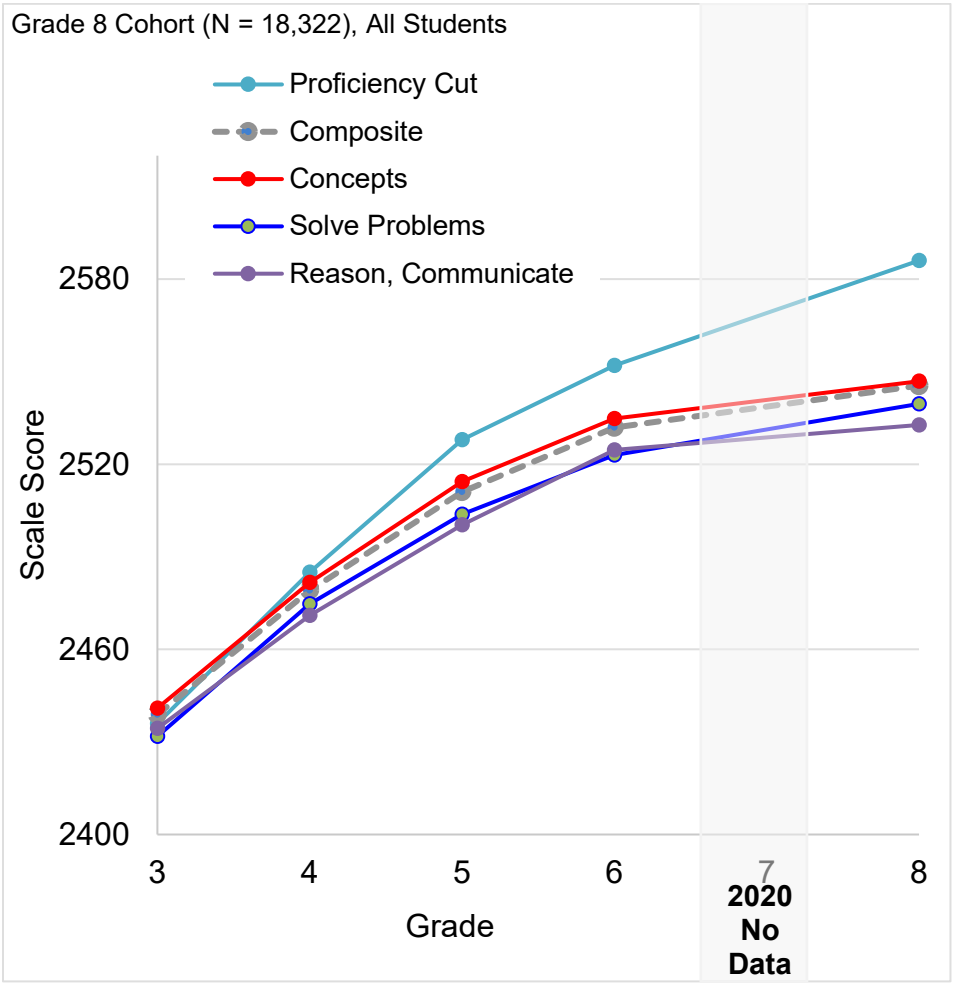
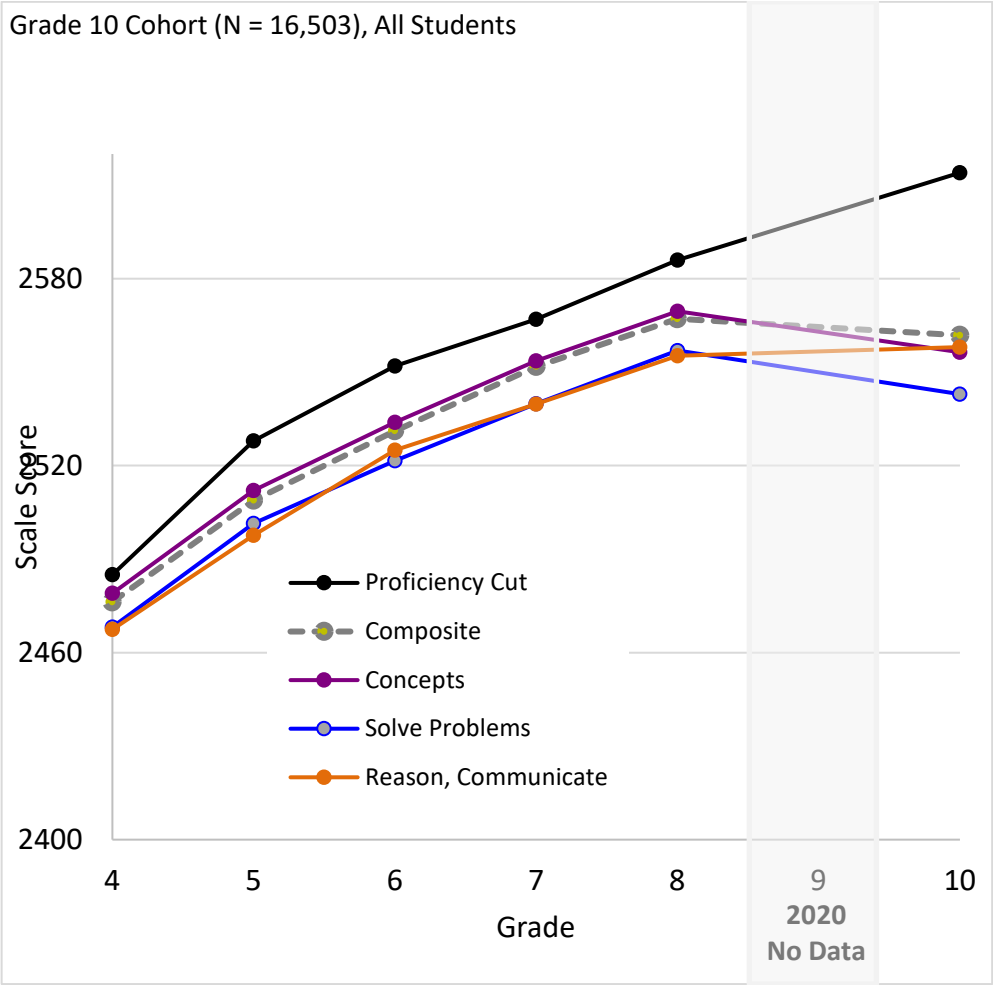


Figure 55: ISAT MATH Scale Scores, Grade-10 Cohort by Claim, School Year



Only in the 10th-grade cohort did the average on any of the claims or the Composite decline compared to the prior grade measured. In this case that measure was two years prior, because of the COVID-19 lapse in 2020.

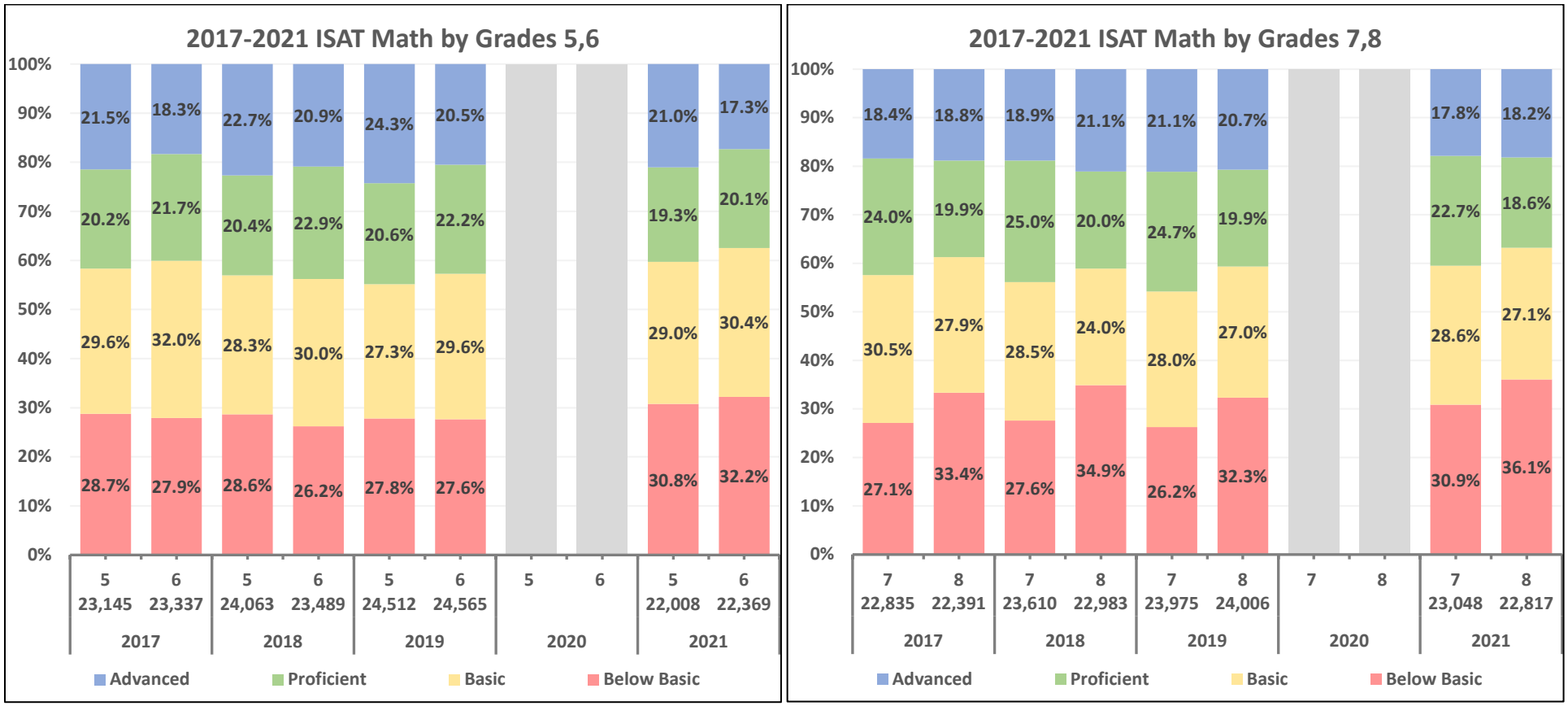
Only the Reason and Communicate claim scores rose from grade 8 to 10. The other scores declined.

ISAT Math Achievement in Middle School (Grades 5-8)

ISAT Math performance showed a profound drop after COVID-19 closures of at least 4 percentage points in combined proportions of Advanced and Proficient.

- Every year from 2017 through 2021, except 2018, grade-6 performance had lower proportions of combined Advanced plus Proficient than grade 5.
- By contrast, only in 2021 was the 6th-grade proportion Below Basic higher than the 5th-grade proportion.
- In every year, the 8th grade proportion of Below Basic was higher than the 7th-grade proportion.

Figure 56: ISAT Math Proficiency Levels by Grades 5-8, 2017-2021

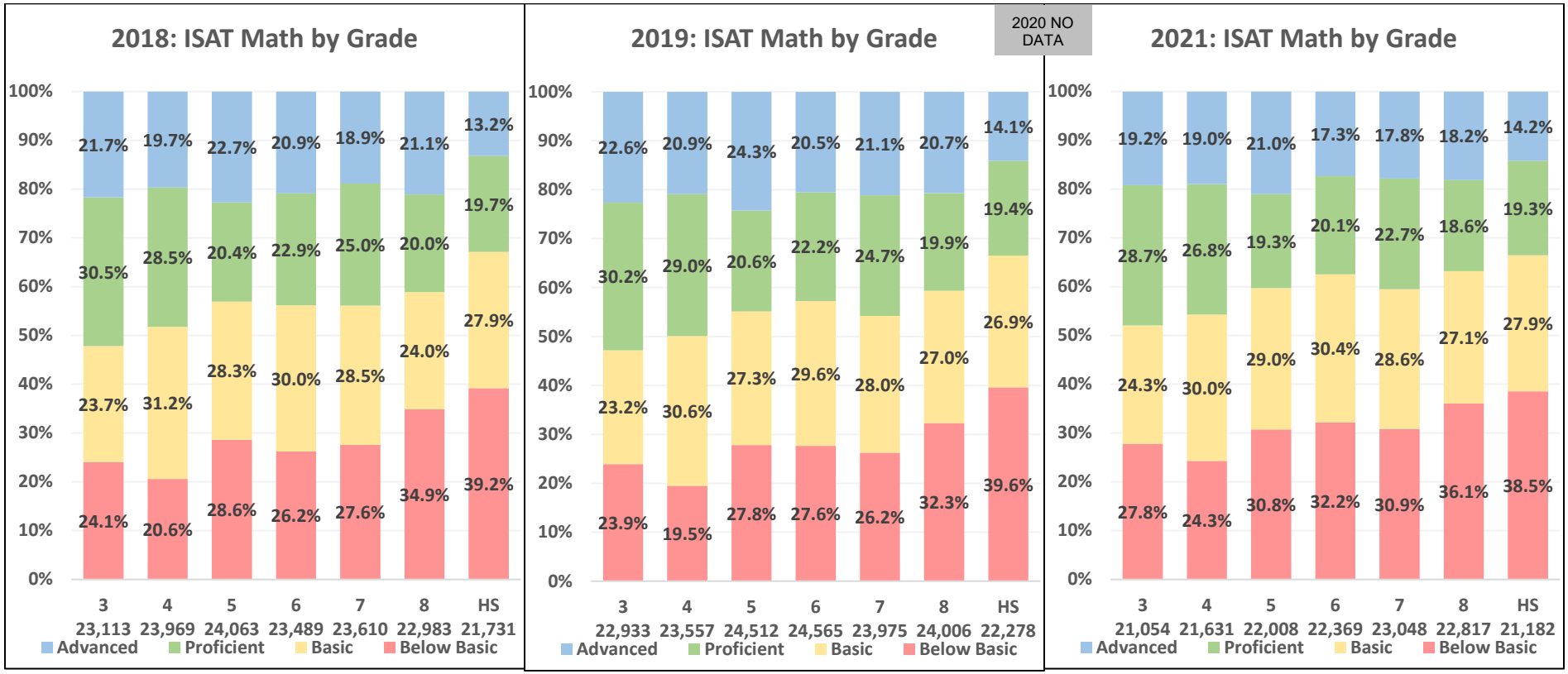


ISAT Math Performance by Grades 3-8, 10

The Pandemic's effect on Math scores was visible in the decreased proportions of students scoring Advanced or Proficient in all grades except HS, which remained stable. As seen in Figure 57:

- With each successive year since 2018, more high school students performed at the Advanced standard.
- Reversing the upward trend since 2018, the proportions performing at Advanced and Proficient in all other grades fell in 2021 to below 2018 levels.
- The percentage of students performing Below Basic rose above 2018 levels in 2021 in every grade except high school, which declined by 1 point.
- The general trend of increasing proportions of Below Basic across progressively higher grades is another view of the decline in performance observed in the longitudinal analyses (Figure 53 through Figure 55, page 56).

Figure 57: ISAT Math by Grade in 2018, 2019, and 2021

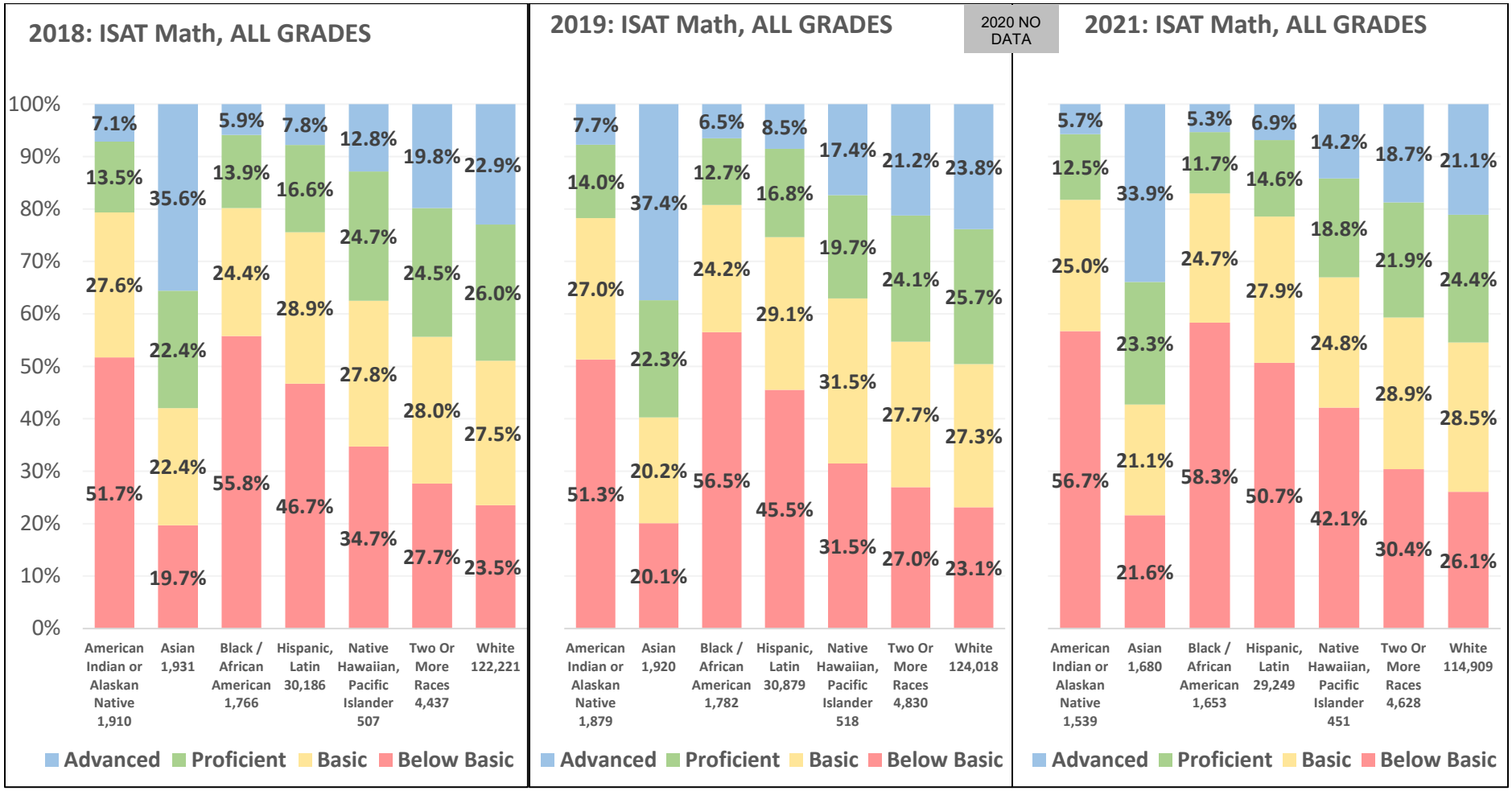


Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT Math Performance by Race/Ethnicity – ALL GRADES

As seen in Figure 58, all student groups except Asians have declined in the proportion achieving either Proficient or Advanced performance levels since 2018 and 2019. Asians' proportions Proficient were higher in 2021 than in either 2018 or 2019.

Figure 58: ISAT Math by Race / Ethnicity in 2018, 2019, and 2021



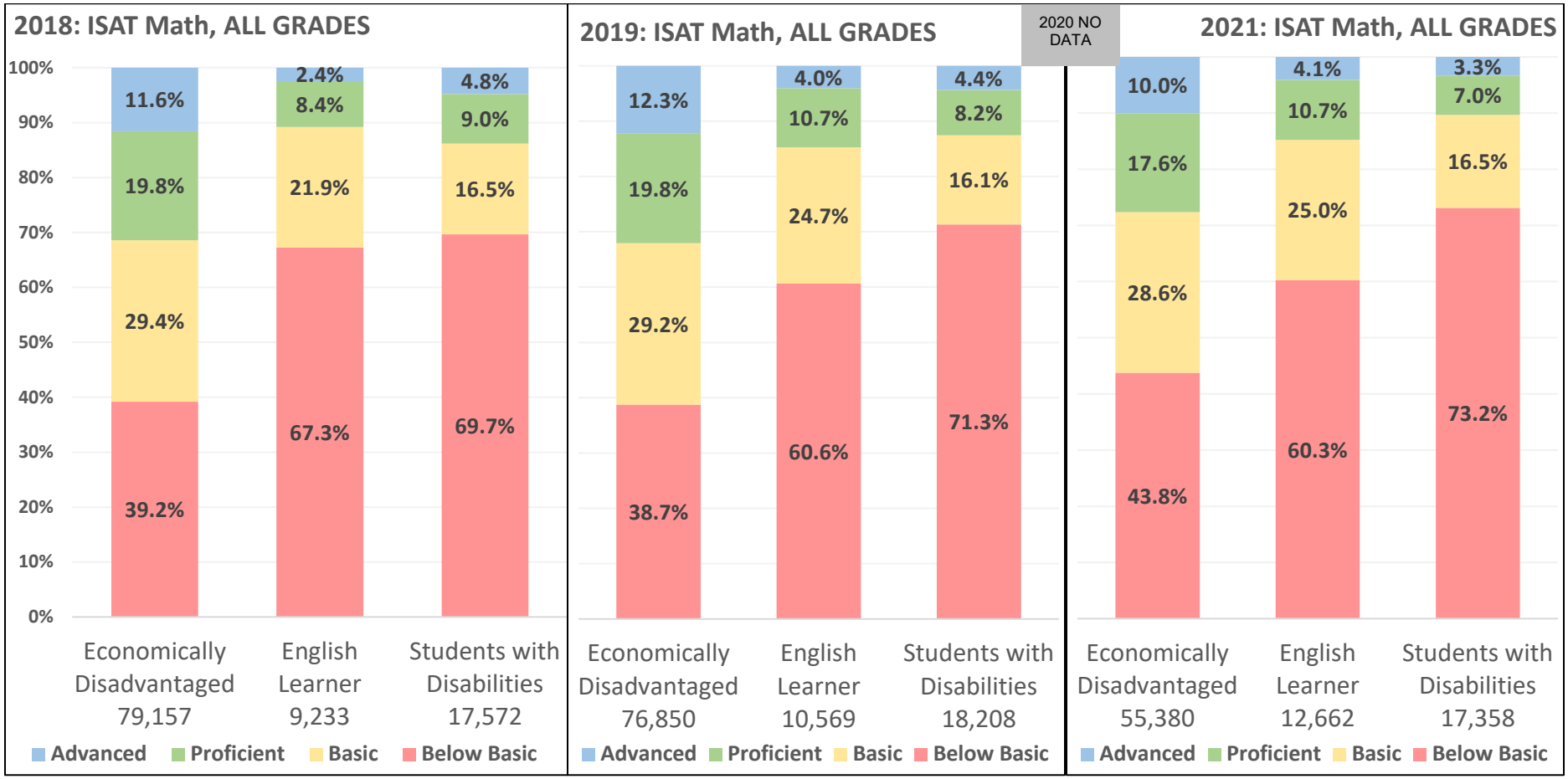
Note. *2019-20 data are not available because of COVID-related lapses in test-taking.*

ISAT Math Performance by Subgroup – ALL GRADES

As seen in Figure 59:

- English Learners have made progress since 2018, reducing the percentage of students at Below Basic, while increasing the percentages at Proficient and Advanced since 2018.
- Economically disadvantaged students' math performance in 2021 declined compared to 2018 and 2019, as did the performance of students with disabilities.

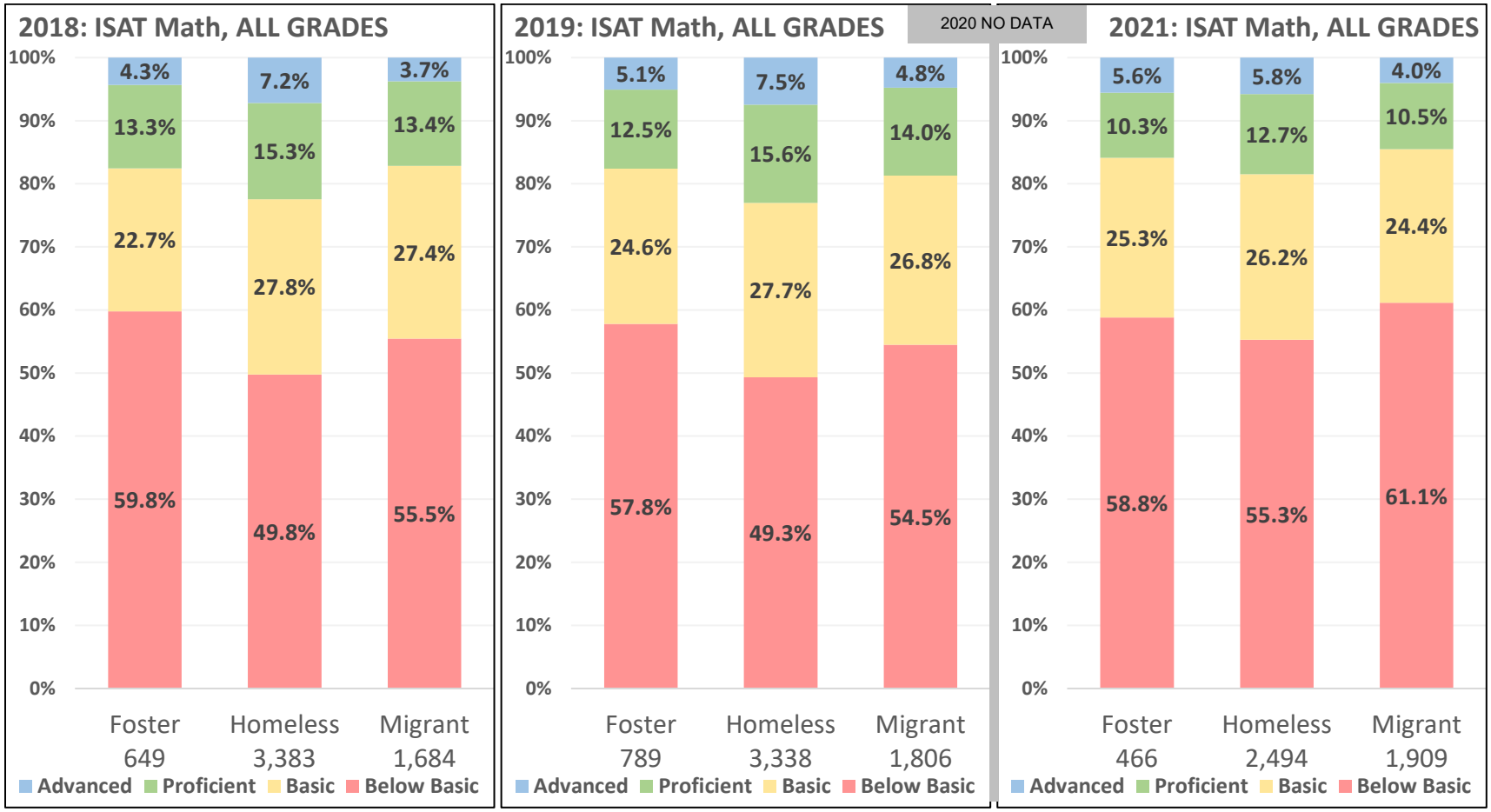
Figure 59: ISAT Math by Student Groups -1 in 2018, 2019, and 2021



As seen in Figure 60:

- Students in foster care, and those who were migrants or were homeless, all declined in proportions achieving Advanced or Proficient on ISAT Math in 2021 compared to 2019.
- All three groups increased in the proportions performing at Below Basic.

Figure 60: ISAT Math by Student Groups -1 in 2018, 2019, and 2021

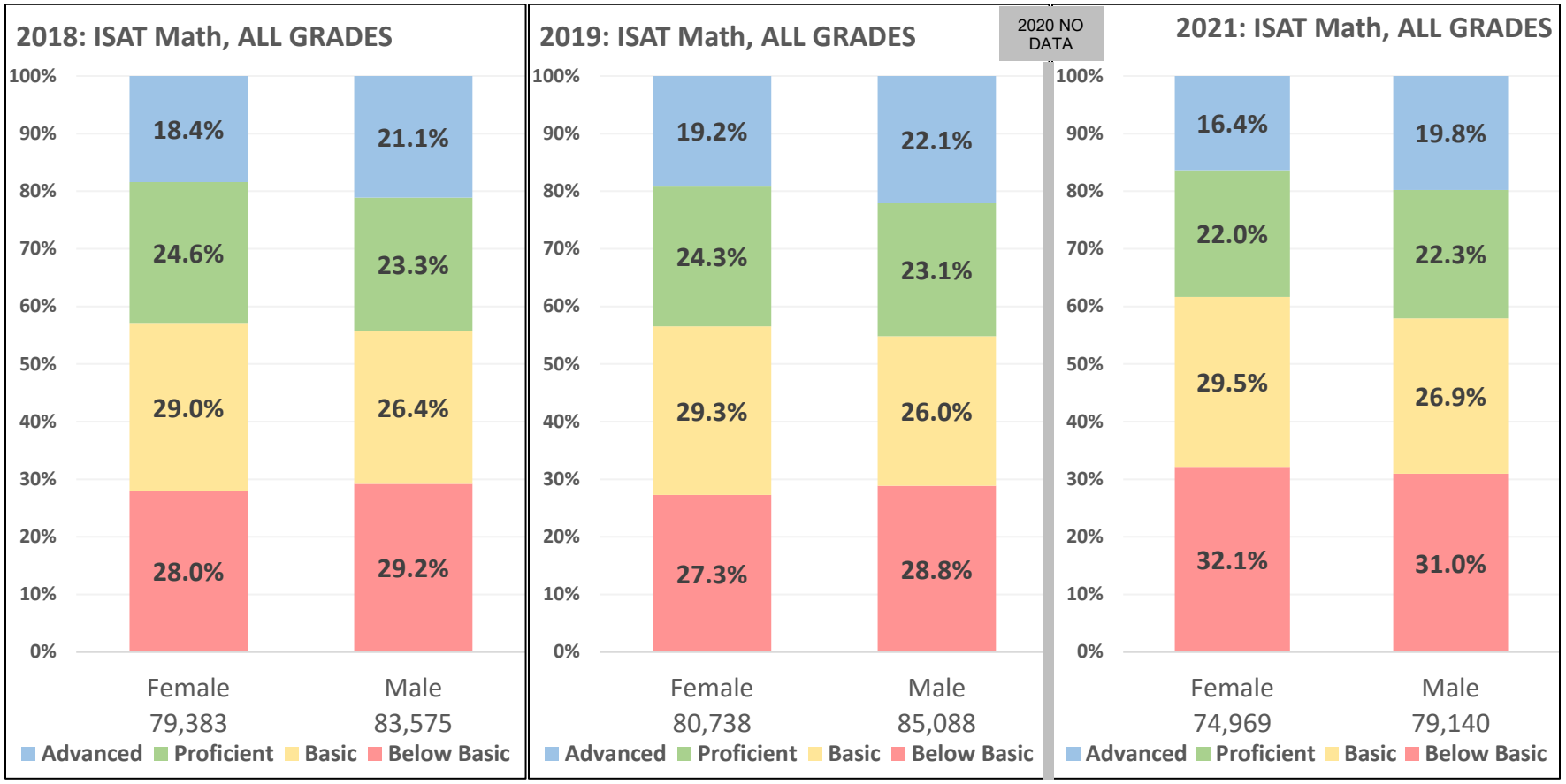


ISAT Math Performance by Gender, ALL GRADES

As seen in Figure 61:

- Higher percentage of males than females performed at Proficient levels in each of the three years.
- By contrast, higher percentages of males than females performed Below Basic, except in 2021 when females' percentage was higher.
- Performance for both female and male students has declined since 2019, reversing an upward trend until 2019. This decline affected females more than males.

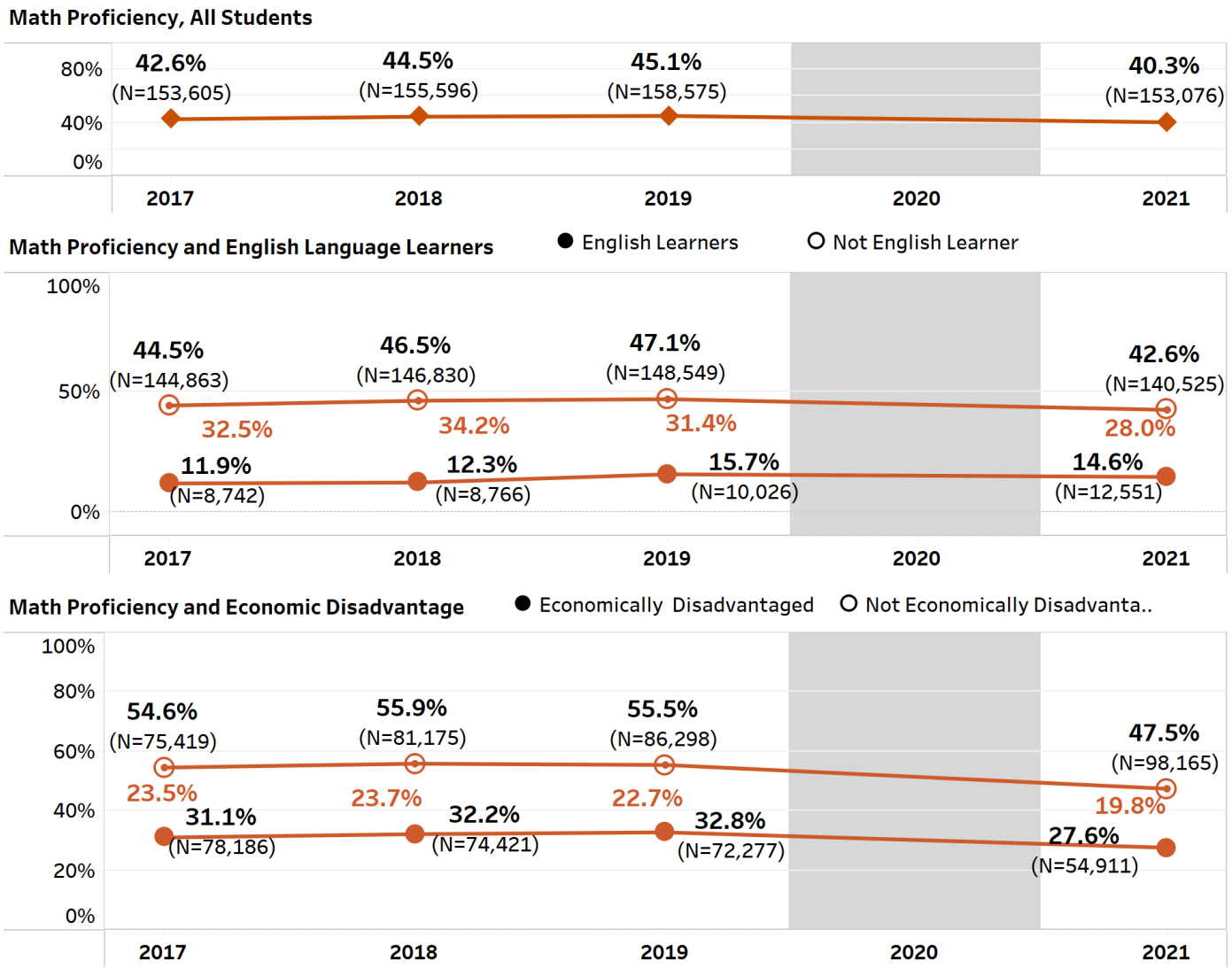
Figure 61: ISAT Math by Gender in 2018, 2019, and 2021



ISAT MATH Proficiency 2017-2021 – Performance Gaps, ALL GRADES, by Student Groups

The following figures include all students and grades, and show performance gaps between subgroups of students.

Figure 62: MATH Proficiency Gaps – All Students, ELL, Economic Disadvantage

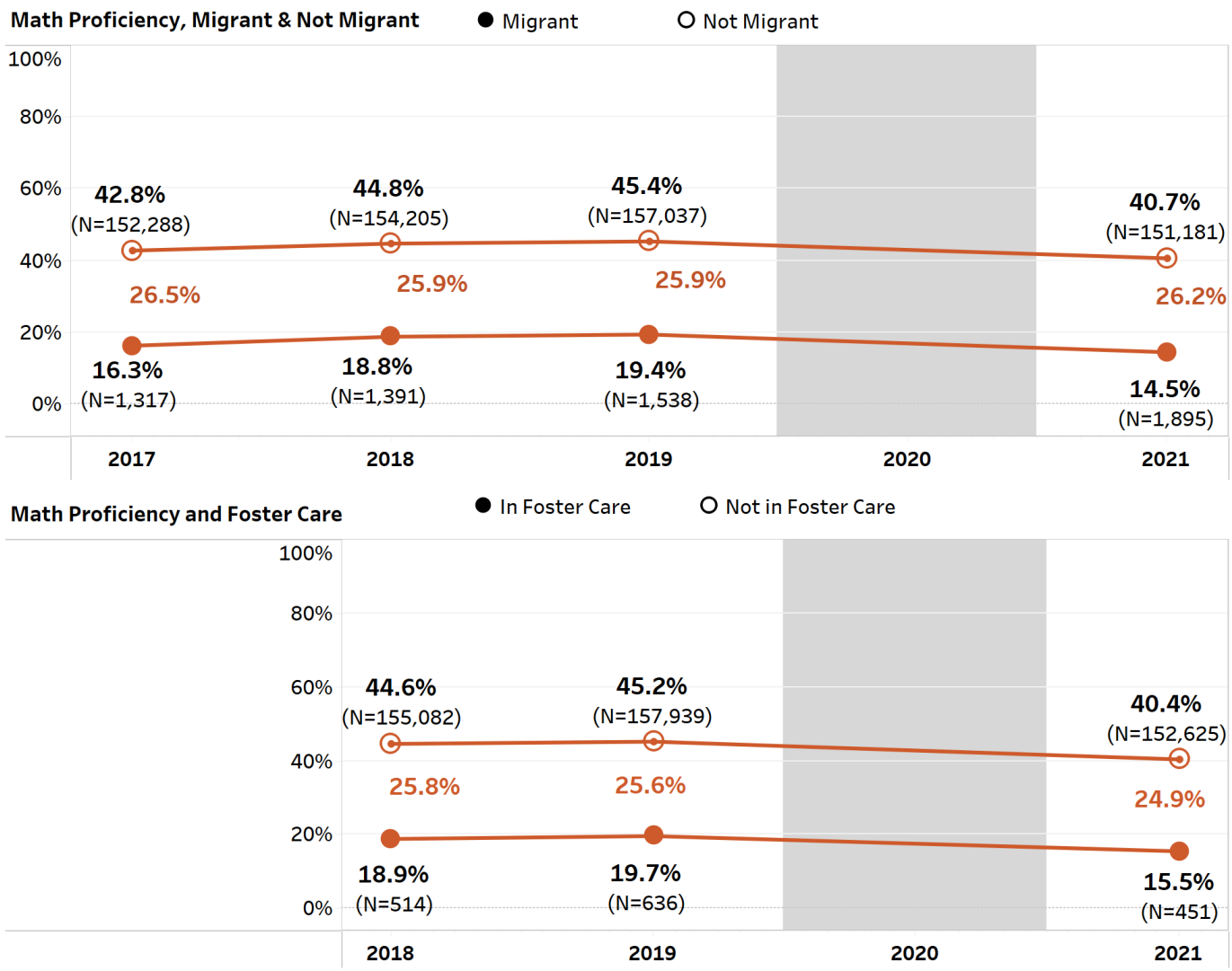


Overall math performance across all students and in most student groups declined in 2021 since the prior assessment in 2019.

Many performance gaps remained steady or shrank, mostly because the performance of the student subgroups declined less than the performance of the broader population.

The gaps for English Learners and for economically disadvantaged students shrank the most – about 3 percentage points each – mostly because their comparison groups dropped by more than 6 percentage points.

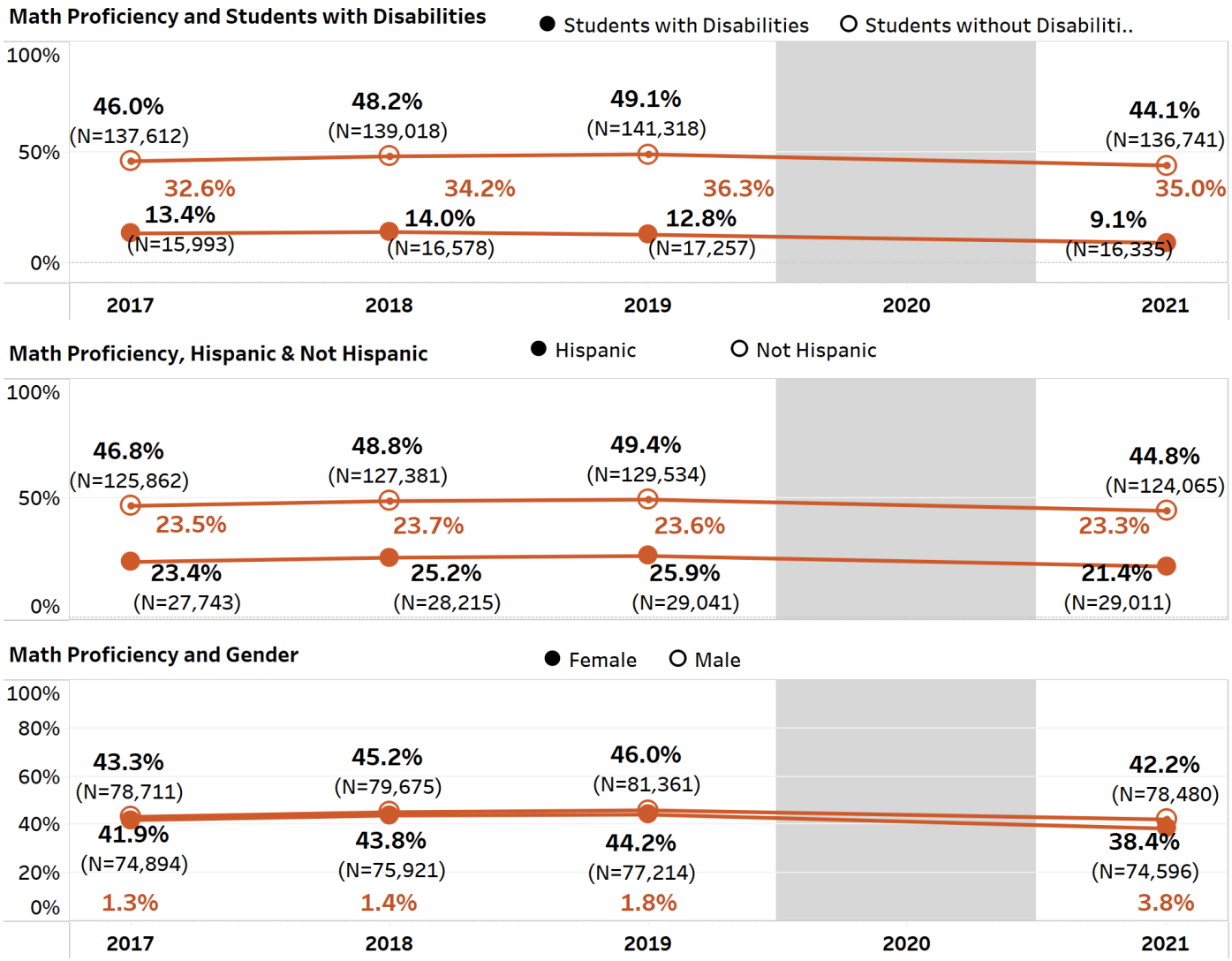
Figure 63: MATH Proficiency Gaps – Migrant, Foster Care



The gap between migrant students and others grew 0.3 percentage points.

The gap for foster students shrank by 0.5 points.

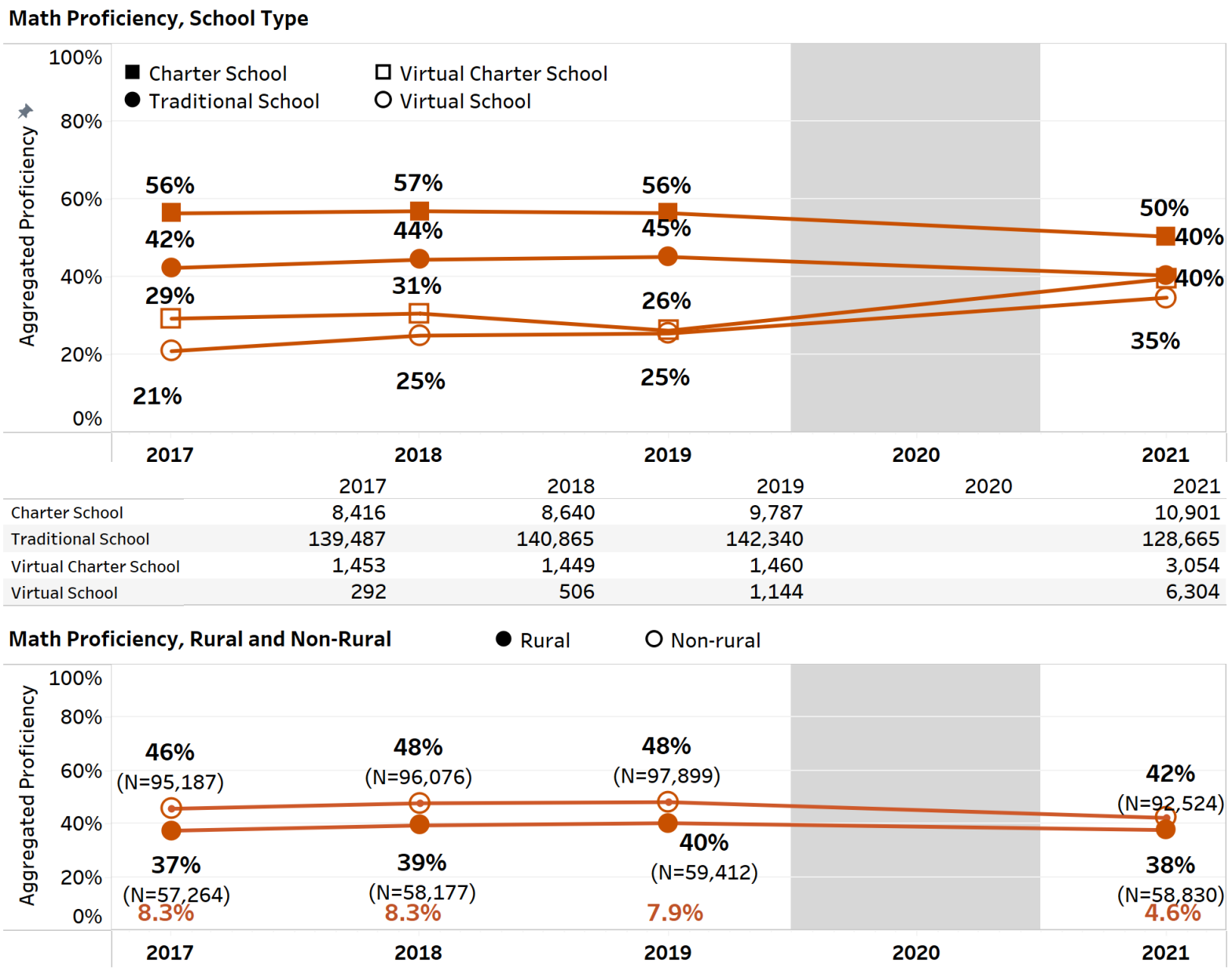
Figure 64: MATH Proficiency Gaps – Disabilities, Hispanic, Gender



The gender gap grew by 2 percentage points because female student' performance dropped by nearly 8 points compared to that of male students with a drop of less than 6 points.

This widened gap contradicts the pattern of shrinking gaps for many other student groups.

Figure 65: MATH Proficiency for Locale Designations and School Types



	2017	2018	2019	2020	2021
Charter School	8,416	8,640	9,787		10,901
Traditional School	139,487	140,865	142,340		128,665
Virtual Charter School	1,453	1,449	1,460		3,054
Virtual School	292	506	1,144		6,304

Gaps among school types narrowed by 20 percentage points from highest to lowest, with the greatest gains (14 points) among the virtual schools, and a sizeable drop of 6 points since 2017 in charter schools.

The gap between rural and non-rural schools' ISAT Math performance shrank by more 3.3 percentage points, because of the greater drop in performance in non-rural than in rural schools.

ISAT Remote Proctoring: Examination of a COVID-19 Accommodation

For the first time in the 2020-2021 school year, remote administration of the ISAT became available to LEAs. The SDE communicated its expectation to LEAs that remote testing was only for students in need, and the decision to proctor remotely needed to be made at the student level. Because of the technical issues observed during the testing window, remote testers were allowed to use a conventional browser. In addition, only a fixed form was available for remote testers. Parents of remote testers needed to sign a consent form, which included an agreement to use A/V monitoring.

This section first reviews any evidence of effect of the testing environment by examining the ISAT ELA and Math performance of students testing in those settings. It then examines the hypothesis that differences might have arisen because of differential use of the methods by student groups differing in skill.

Remote Proctoring and Achievement Level

On average, students testing remotely performed only slightly worse than those testing in person, and the difference was seen primarily in ISAT Math. Those testing in person had a 3 percentage-point higher Advanced proportion and a 3-point lower Basic proportion (than those testing remotely). Figure 66 and Figure 67 show ISAT performance levels for students completing the assessment in person or remotely.

Figure 66: ELA ISAT Remote Participation Status by Achievement Level

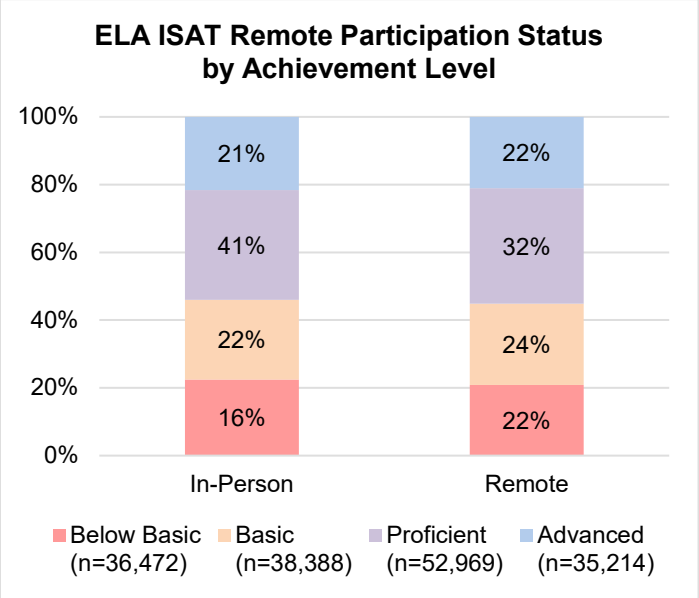
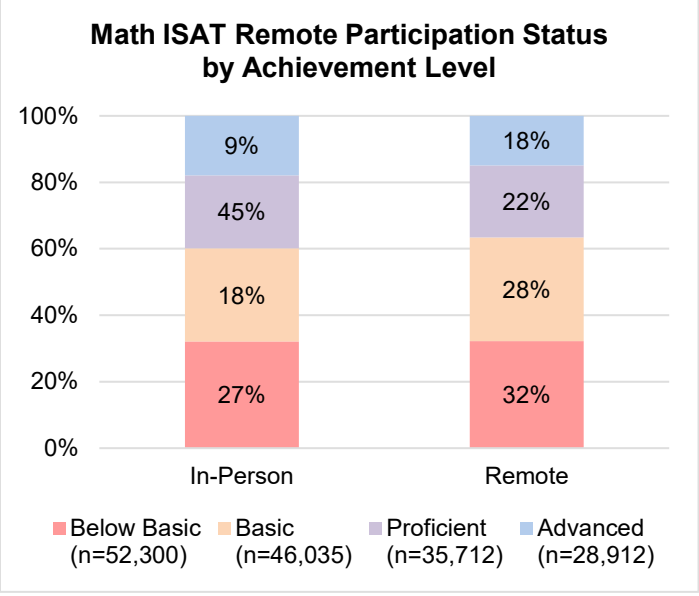


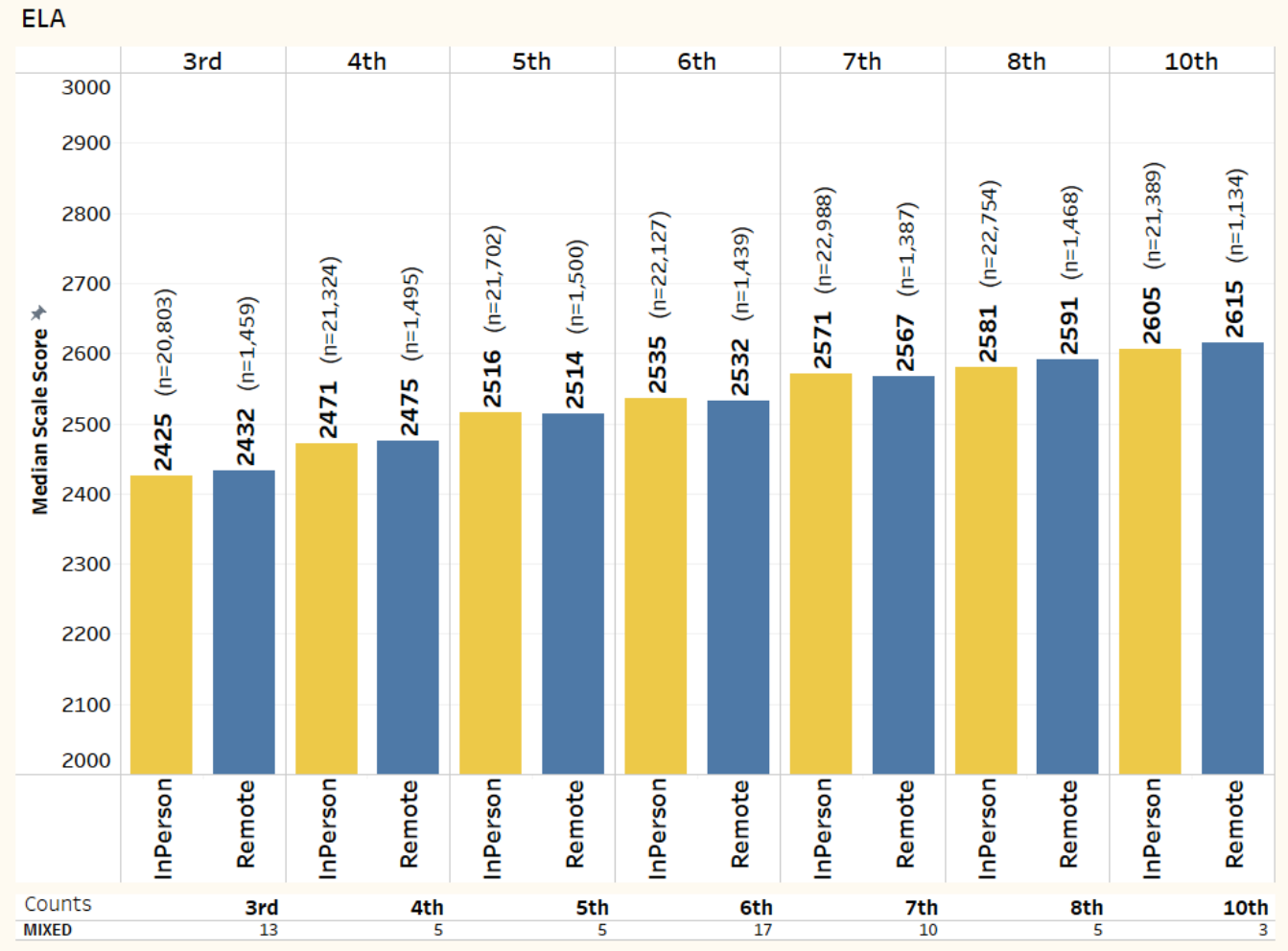
Figure 67: ISAT Math Remote Participation Status by Achievement Level



Remote Proctoring and ISAT Median Scale Scores by Grade

Figure 68 and Figure 69 on the following pages provide additional detail supporting the findings seen in the Figure 66 and Figure 67 on the prior page. This scale score figure below shows negligible differences between remote and in-person testing for ISAT ELA, but 9 to 16 points lower median ISAT Math scores for remotely- than in-person-tested students, with some variation by grade for both subjects.

Figure 68: 2021 ISAT ELA Median Scores by Grade

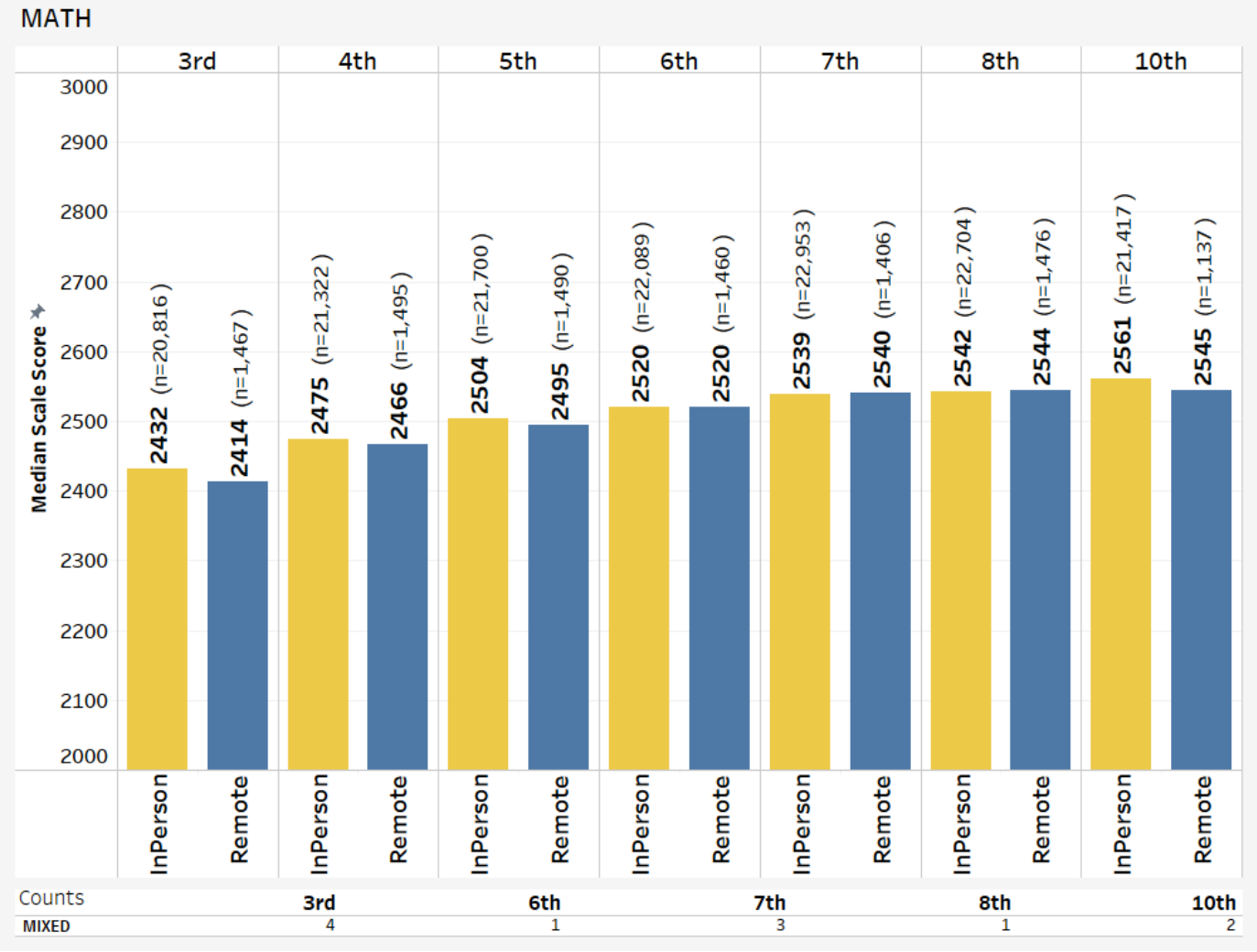


ELA REMOTE ADVANTAGE: 8th- and 10th-grade students who tested remotely scored an average of 10 points higher than those testing in person.

ELA REMOTE LITTLE DIFFERENCE: Grades other than 8th and 10th experienced little effect of the assessment setting.

ELA MIXED – TOO FEW TO REVIEW: A few students completed the test in a "mixed" remote-plus-in-person environment. Their counts appear in this and the next figure, though they are not further analyzed because of their small numbers.

Figure 69: 2021 ISAT Math Median Scores by Grade



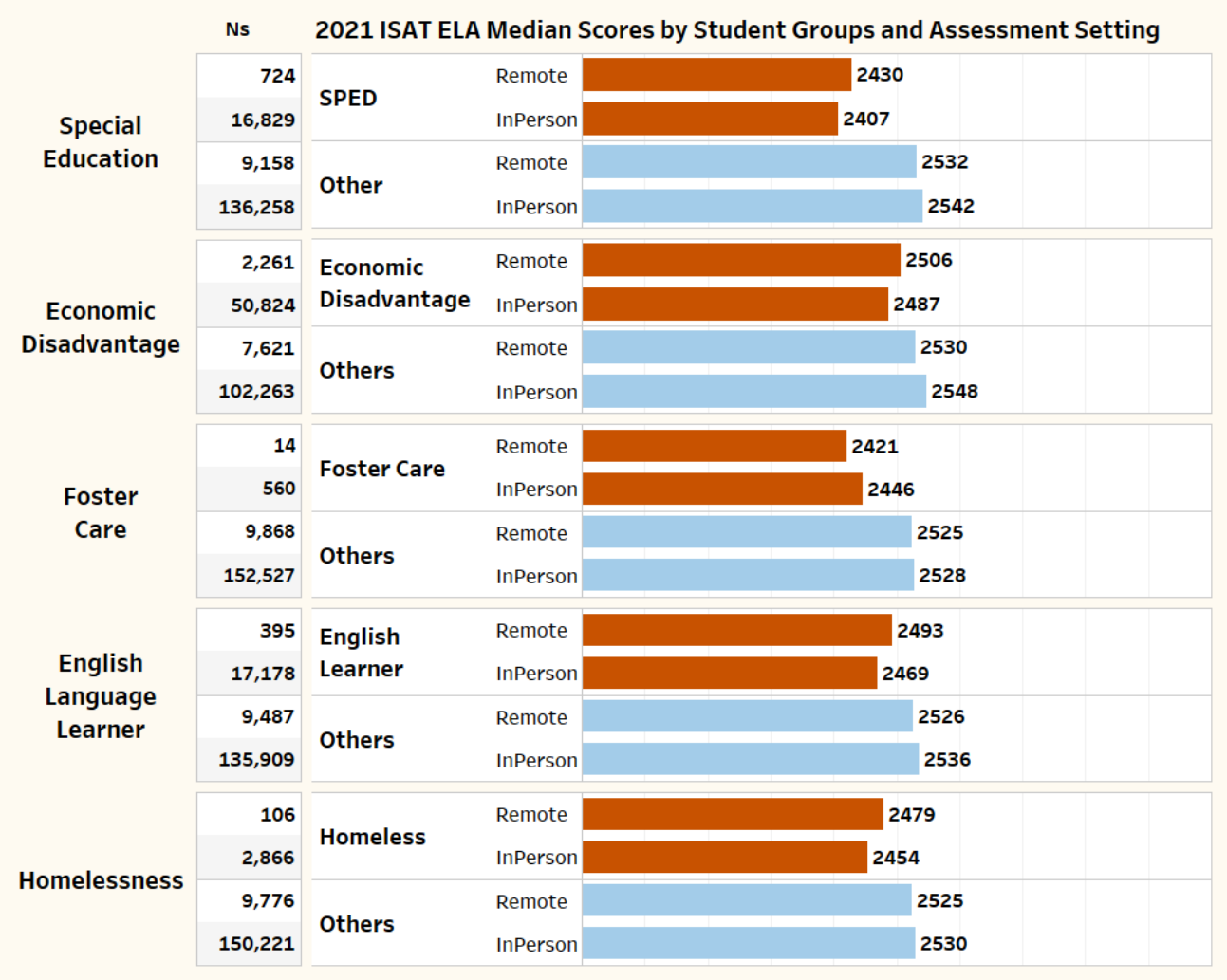
MATH REMOTE DISADVANTAGE: All grades except 6th, 7th, and 8th showed a 9-16-point lower ISAT Math performance among those testing remotely than in person.

Grades 6-8 saw negligible differences in Math scores based on assessment setting.

Student Subgroups Responded Differently to the Assessment Setting

For both ISAT ELA and Math, some groups performed better in the remote than the in-person test setting; one did not.

Figure 70: ISAT ELA Scores by Assessment Setting and Subgroups

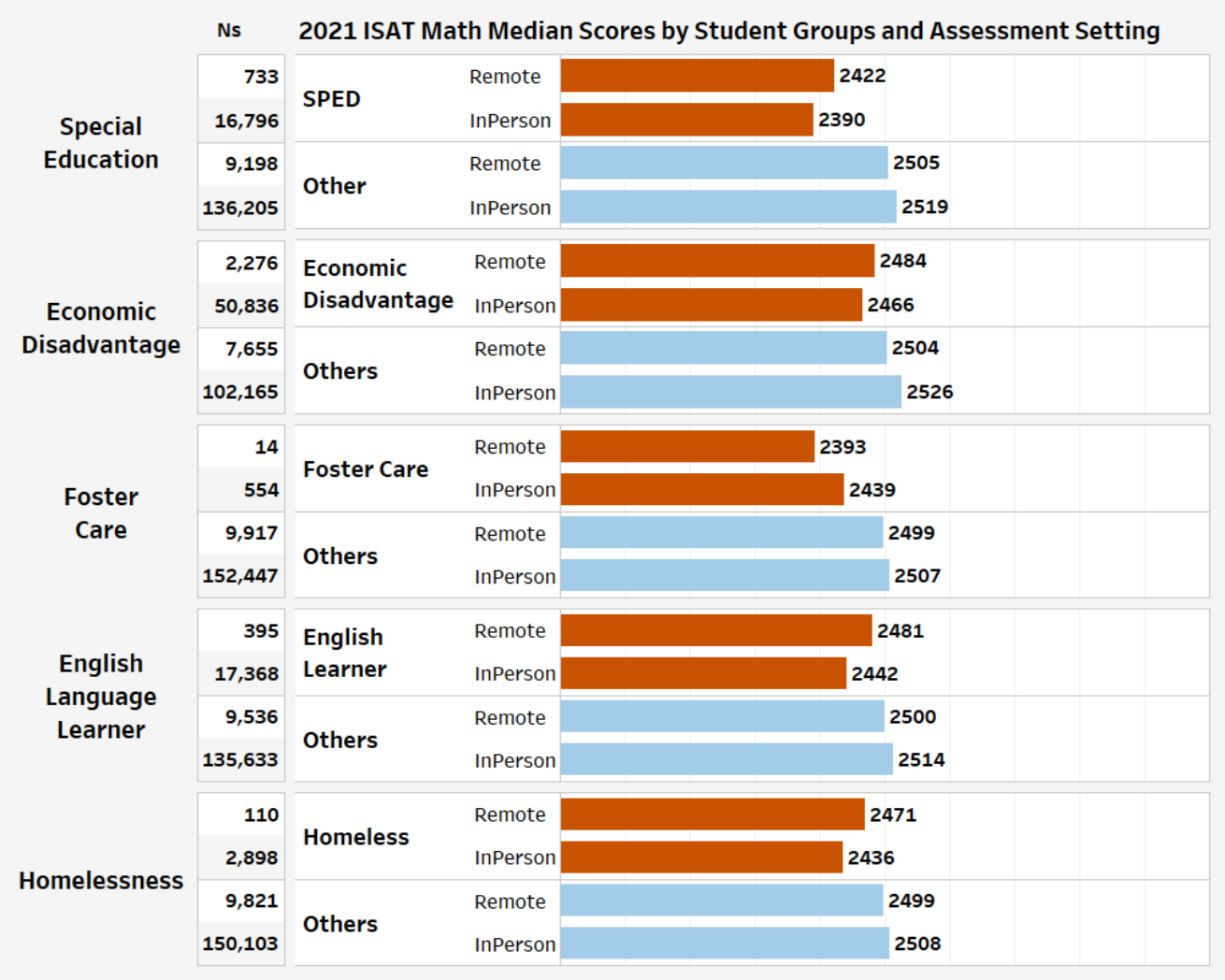


ELA REMOTE ADVANTAGE: Special education students, economically disadvantaged students, English Learners, and homeless students performed better on the ISAT ELA when testing remotely than in person. The remote-testing advantage ranged from 19-33 scale score points.

ELA REMOTE DISADVANTAGE: Students in foster care performed worse on the ISAT ELA in remote by an average of 25 scale score points. But, the number of foster students tested remotely was so small that this difference must be considered with caution, pending further evidence.

Figure 71 reveals a very similar pattern for ISAT Math performance as seen earlier for ELA. Student subgroups responded differently to the assessment setting, some performing better on the ISAT Math when testing remotely than in person (special education students, economically disadvantaged students, English Learners, and homeless students). Others performed better in the in-person setting (students in foster care).

Figure 71: ISAT Math Scale Scores by Assessment Setting for Subgroups

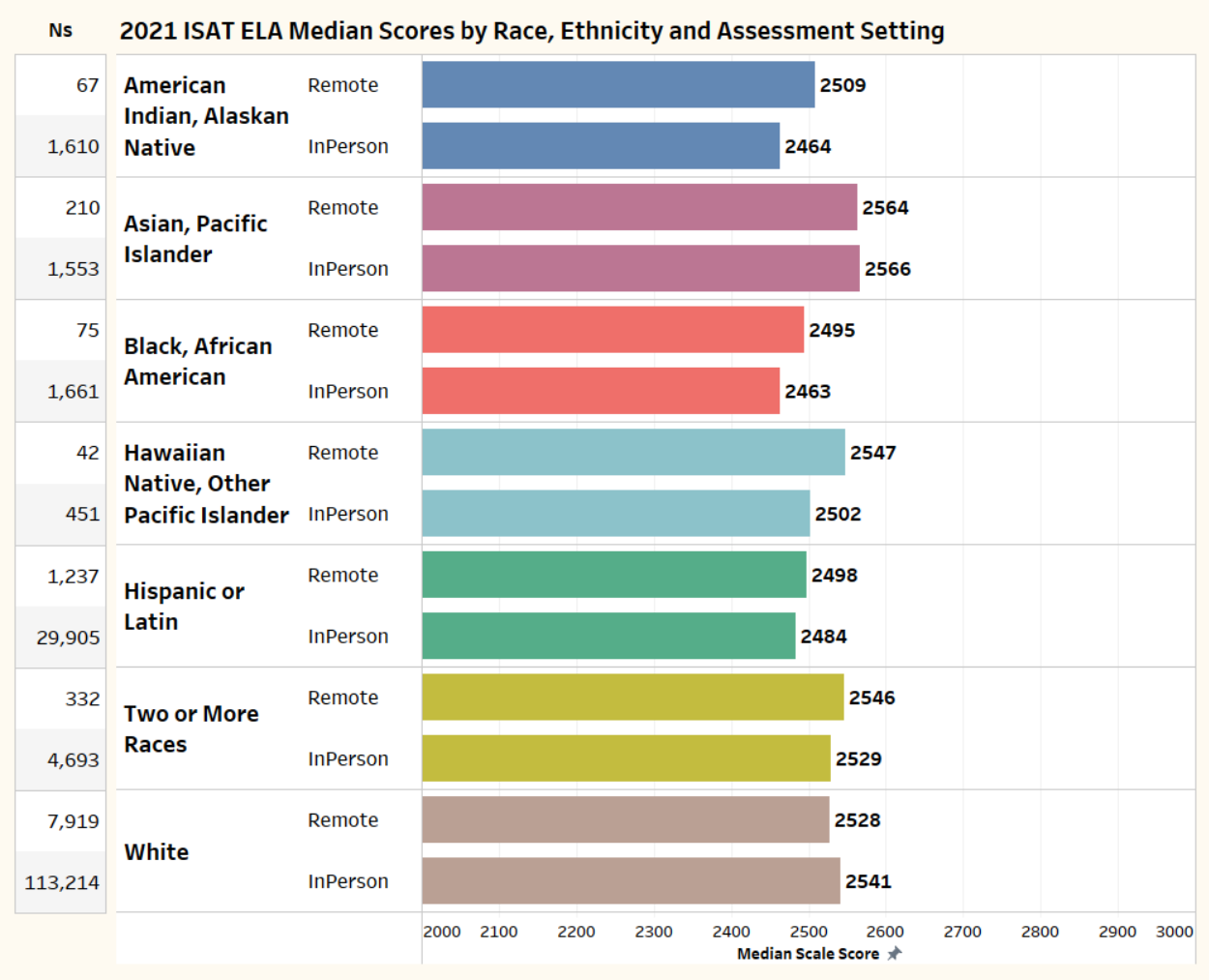


MATH REMOTE ADVANTAGE: Special education students, economically disadvantaged students, English Learners, and homeless students performed better on the ISAT Math when testing remotely than in person. The remote-testing advantage ranged from 18-39 scale score points.

MATH REMOTE DISADVANTAGE: Students in foster care performed worse on the ISAT Math in remote by an average of 54 scale score points. Again, the number of foster students tested remotely was so small that this difference must be considered with caution, pending further evidence.

As seen in Figure 72, most race and ethnicity groups performed better on ISAT ELA when testing remotely than in person, except for white students who performed better in person.

Figure 72: ISAT ELA Scores by Assessment Setting and Race /Ethnicity



ELA REMOTE ADVANTAGE: The remote-testing advantage was most pronounced for American Indians, Blacks, and Hawaiian Natives and ranged from 55 to 32 points. Yet, for all of these groups, relatively few students tested remotely, suggesting a reason for caution in interpretation.

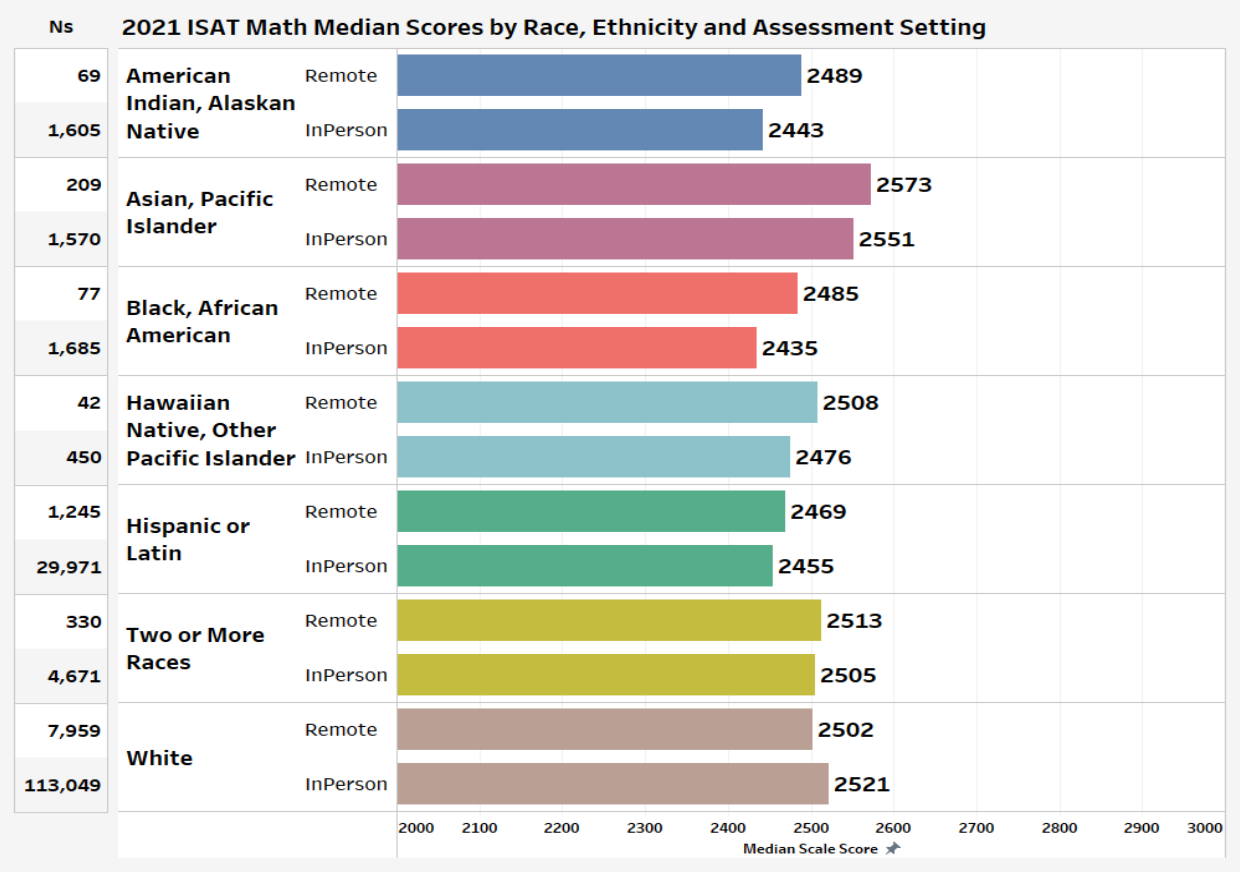
Larger groups - Hispanics and multi-race students - experienced smaller, but meaningful average advantages of remote testing of 13-14 scale score points.

ELA REMOTE NO DIFFERENCE: Asians, the group most likely to test remotely, experienced no difference in ELA outcomes based on test environment.

ELA REMOTE DISADVANTAGE: Contrary to all other groups, white students experienced a 13-point disadvantage to remote testing for the ISAT ELA.

As seen in Figure 73, most race and ethnicity groups performed better on ISAT Math when testing remotely than in person, except for white students who performed better in person.

Figure 73: ISAT Math Scale Scores by Assessment Setting and Race /Ethnicity



MATH REMOTE ADVANTAGE: The remote-testing advantage was most pronounced for American Indians, Blacks, and Hawaiian Natives and ranged from 50 to 32 points. Yet, the same caution about the small size of these groups applies here as to the Math scores.

Larger groups – Hispanics, multi-race students, and Asians - experienced smaller, but meaningful average advantages of remote testing ranging from 8 to 22 scale score points.

MATH REMOTE DISADVANTAGE: Contrary to all other groups, white students experienced a 23-point disadvantage to remote testing for the ISAT Math.

Reasons for Remote- versus In-Person Participation Differences

As reported above, performance differences by testing environment were substantial for Math and ELA in some grades or groups. Reasons could include (a) differences in the actual tests' content or presentation - many of the remotely-administered tests were not adaptive; whereas, the in-person ones were; (b) a difference in students' familiarity with the testing environment; (c) a selection bias - students using remote versus in-person testing differed in their skills; or most likely (d) some combination of these.

This section examines the possible operation of selection-bias – that the students taking the tests remotely versus in person differed a priori in skill, thus accounting for the ISAT differences seen especially in Math. Yet, there proved little evidence of student-based differences but considerable evidence of differences among school types. Virtual schools of all kinds were more likely to proctor remotely than were in-person schools. By contrast, student groups differed little in their use of in-person versus remote testing.

Remove v. In-Person Participation Method and School Type

Figure 74 and Figure 75 show the use of remote proctoring by school type.

- As indicated by the participating LEAs, students who were enrolled in virtual school benefited most from remote testing.
- This school-type difference applied equally to ELA and Math tests.

Figure 74: ISAT ELA Remote Participation Status by School Type

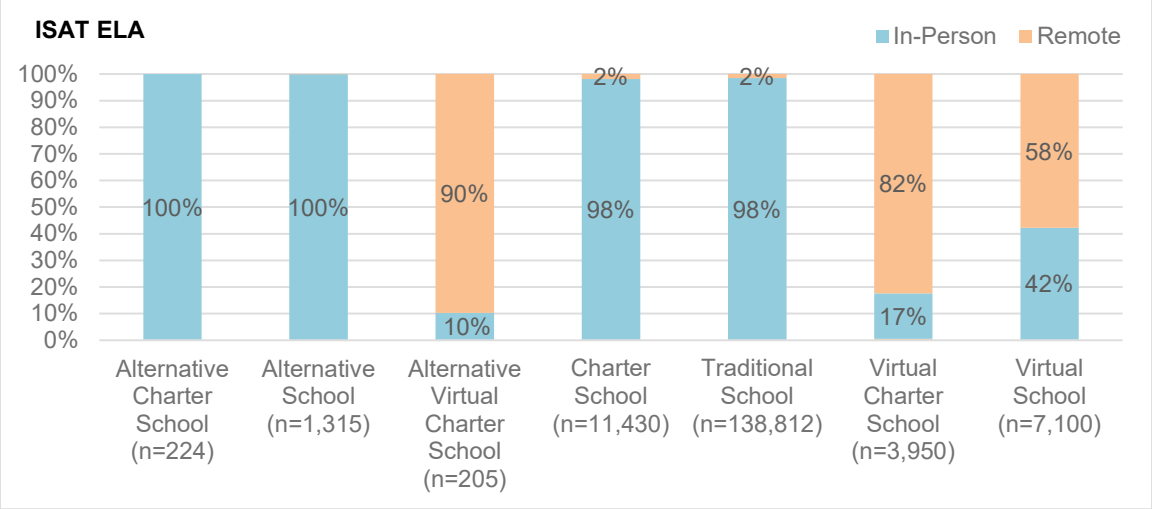
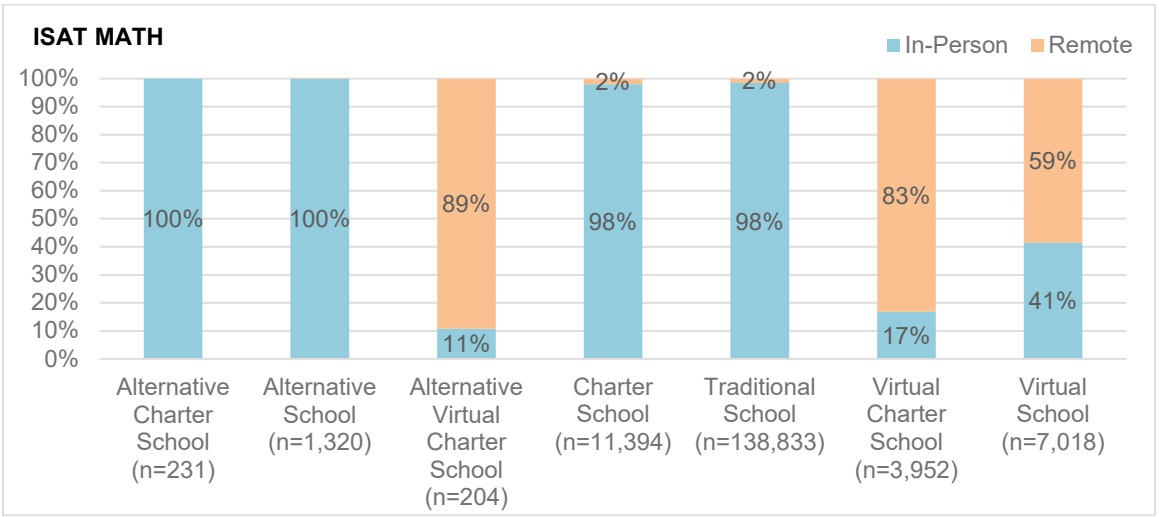


Figure 75: ISAT Math Remote Participation Status by School Type



Remove v. In-Person Participation Method and Race/Ethnicity

Figure 76 and Figure 77 show the use of remote proctoring by racial/ethnic group. Asian students used the remote proctoring the most, followed by Native Hawaiian/Other Pacific Islander students, students with two or more races, and White students. The race/ethnicity differences applied equally to ELA and Math tests.

Figure 76: ISAT ELA Remote Participation Status by Race and Ethnicity

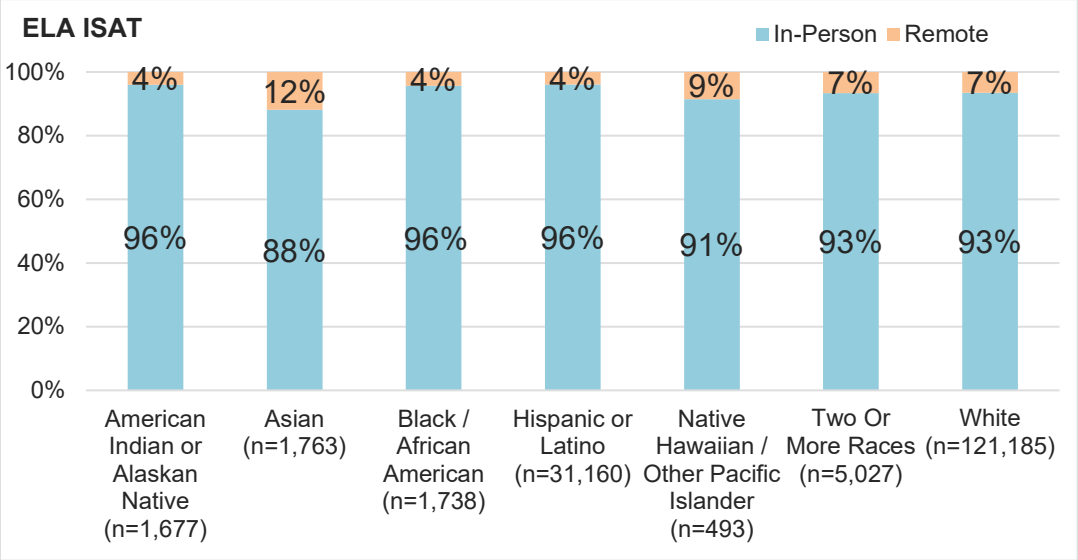
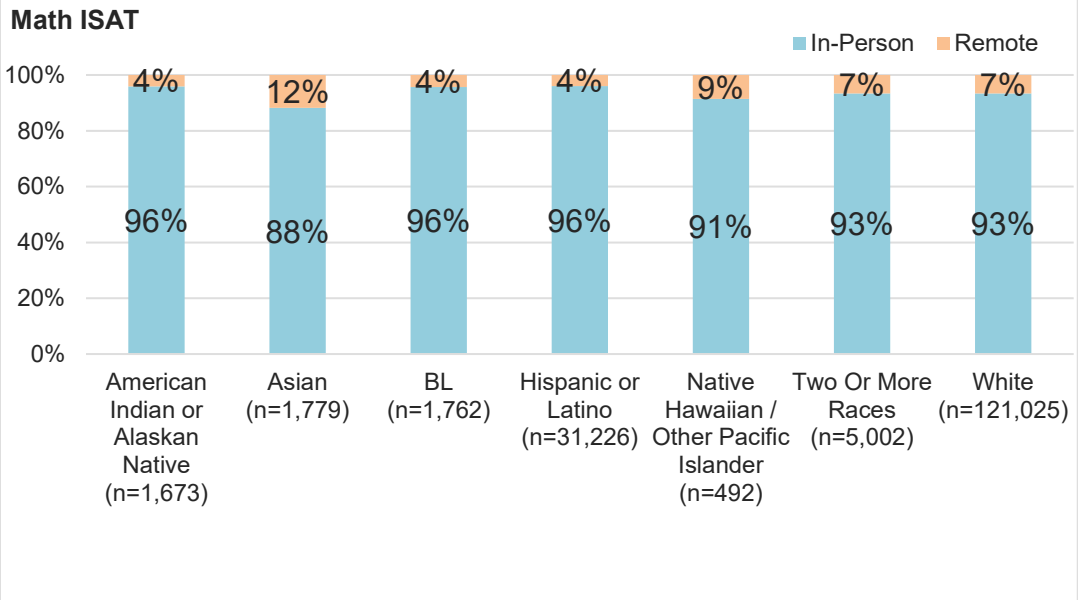


Figure 77: ISAT Math Remote Participation Status by Race and Ethnicity



Remove v. In-Person Participation Method by Student Subgroup

Figure 78 and Figure 79 show the use of remote proctoring by student groups.

- Groups differed little in the proportion testing remotely. They ranged from 1% (migrant students) to 9% (military family students) with most groups at 2%-6%.
- The differences among student groups applied equally to ELA and Math tests.

Figure 78: ISAT ELA Remote Participation Status by Subgroup

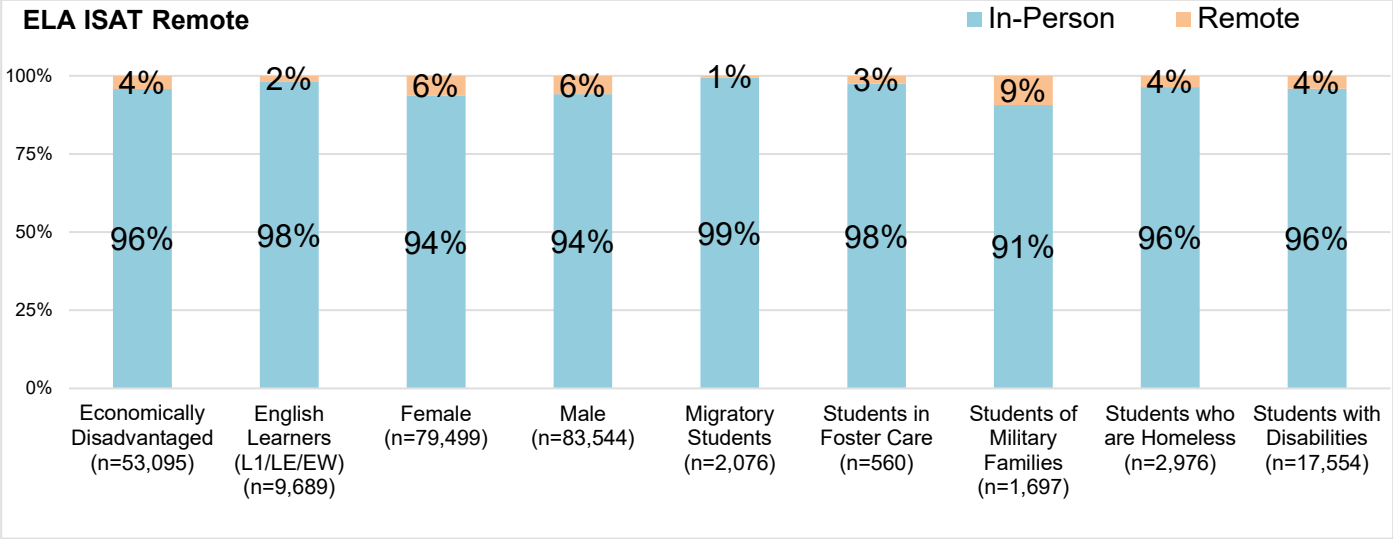
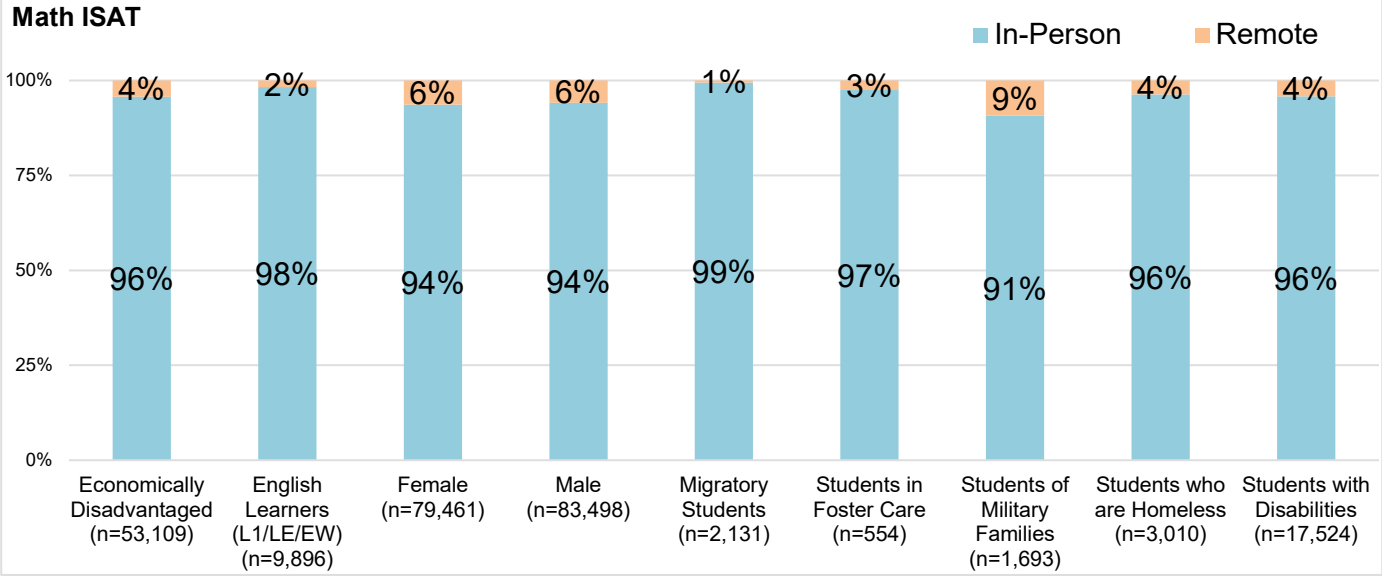


Figure 79: ISAT Math Remote Participation Status by Subgroup



Remove v. In-Person Participation Method and Grade Level

Figure 80 and Figure 81 show the use of remote proctoring by grade level. Remote proctoring was utilized evenly across grade levels, slightly more at lower grade levels. This difference by grade applied equally to ELA and Math tests.

Figure 80: ISAT ELA Remote Participation Status by Grade Level

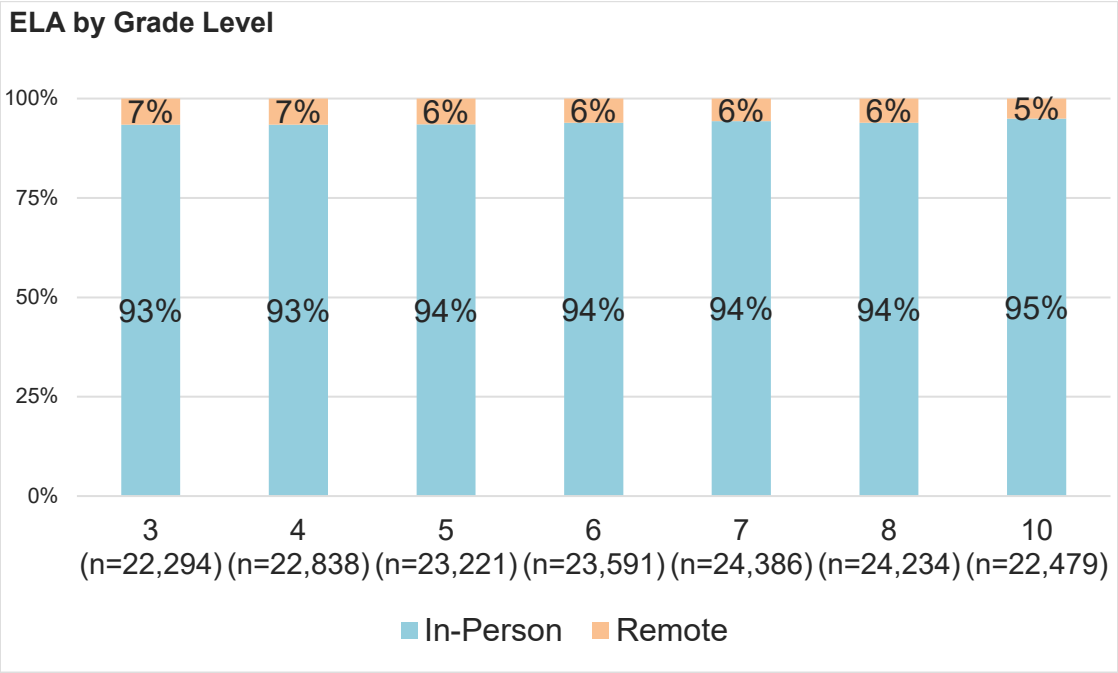
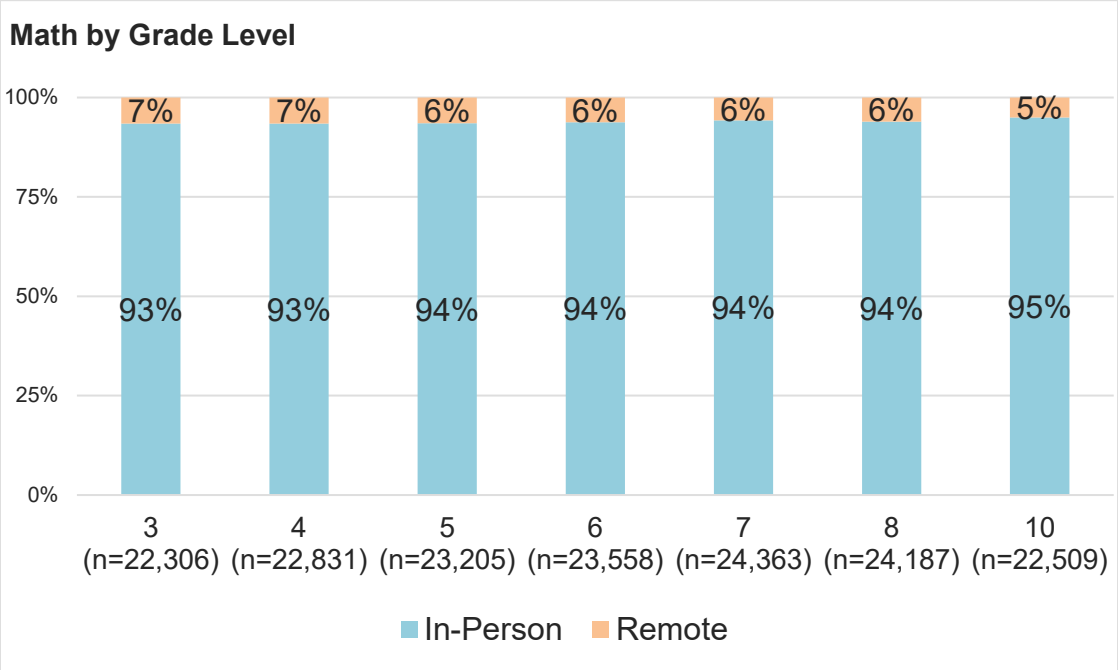


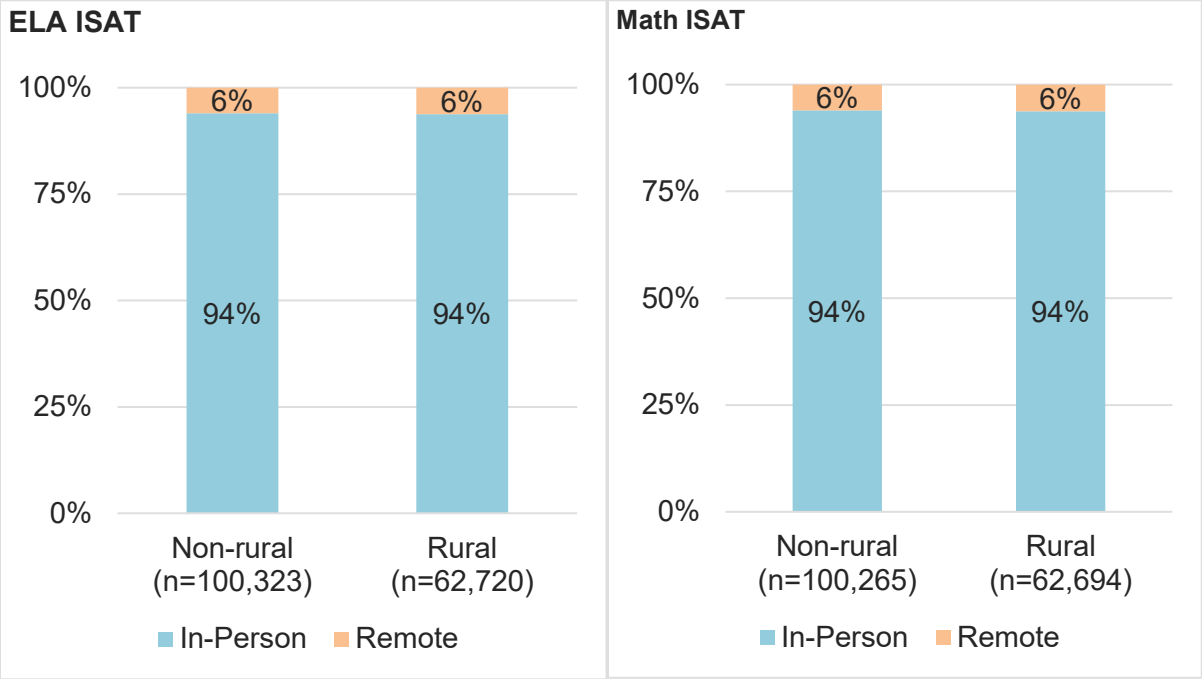
Figure 81: ISAT Math Remote Participation Status by Grade Level



Remove v. In-Person Participation Method By Rurality

Figure 82 shows no differences in test administration type for either ELA or Math by whether the of the student's school was rural or non-rural.[3]

Figure 82: ISAT ELA and Math Remote Participation Status by Rurality



[3] Section 33-319 – Idaho State Legislature

TITLE 33; EDUCATION; CHAPTER 3; SCHOOL DISTRICTS; 33-319. RURAL SCHOOL DISTRICTS — RURAL PUBLIC CHARTER SCHOOLS. (1) A school district shall be considered a rural school district if it meets one (1) of the following two (2) criteria:

(a) There are fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries; or

(b) The county in which a plurality of the school district's market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents, based on the most recent decennial United States census.

(2) A public charter school shall be considered a rural public charter school if the school district in which the public charter school is physically located meets the definition of a rural school district, pursuant to subsection (1) of this section. A public charter school that is also a virtual school shall be considered a rural public charter school if over fifty percent (50%) of its enrolled students reside within school districts that meet the definition of a rural school district pursuant to subsection (1) of this section.

History: [33-319, added 2009, ch. 239, sec. 1, p. 739.]

NCES: Rural Education in America - Definitions

HIGH SCHOOL COURSE COMPLETION, GRADUATION RATES, AND GO-ON RATES

Idaho students' college and career readiness and their participation in college entrance exams and related preliminary tests prepare them to graduate and continue in post-secondary schooling and careers.

College and Career Readiness

College and career readiness is one measure predicting graduation and going on to post-secondary education. It is assessed differently, depending on the grade. In grades 8 and 9, readiness involves the completion of advanced math courses, specifically pre-algebra or higher-level math courses in grade 8 and Algebra 1 or higher-level math courses in grade 9. Through the remainder of high school, the readiness measure involves the completion of a broader range of advanced courses, industry-recognized certificates, or apprenticeships. Advanced courses comprise Advanced Placement (AP) courses, dual credit courses, technical competency credit (TCC), or international baccalaureate (IB) programs. Each student in grade 12 receives a "Yes" or "No" value for the college and career readiness measure based on participation in one or more of these three indicators. Find more information: https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2018/Advanced-Math.pdf and https://www.sde.idaho.gov/assessment/Accountability/files/accountability-results/2019/College-and-Career-Readiness.pdf.

As seen in Figure 83 through Figure 86, Idaho students' completion of courses and opportunities that prepare them for graduation and their next steps has declined since 2018, dropping a full 4.4 percentage points since 2020.

Figure 83: College and Career Readiness – All, ELLs, Economically Disadvantaged

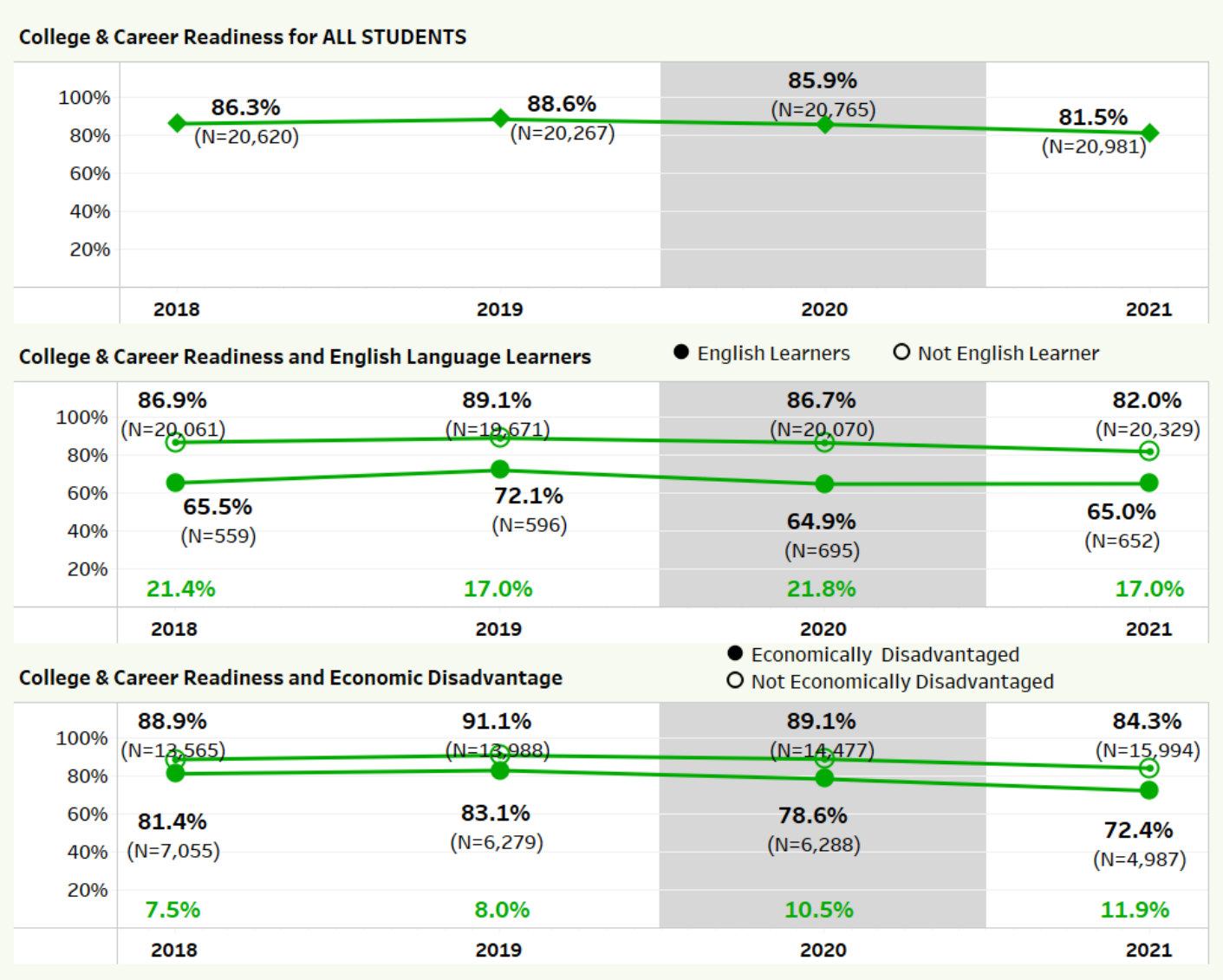


Figure 84: College and Career Readiness – All, ELL, Economic Disadvantage

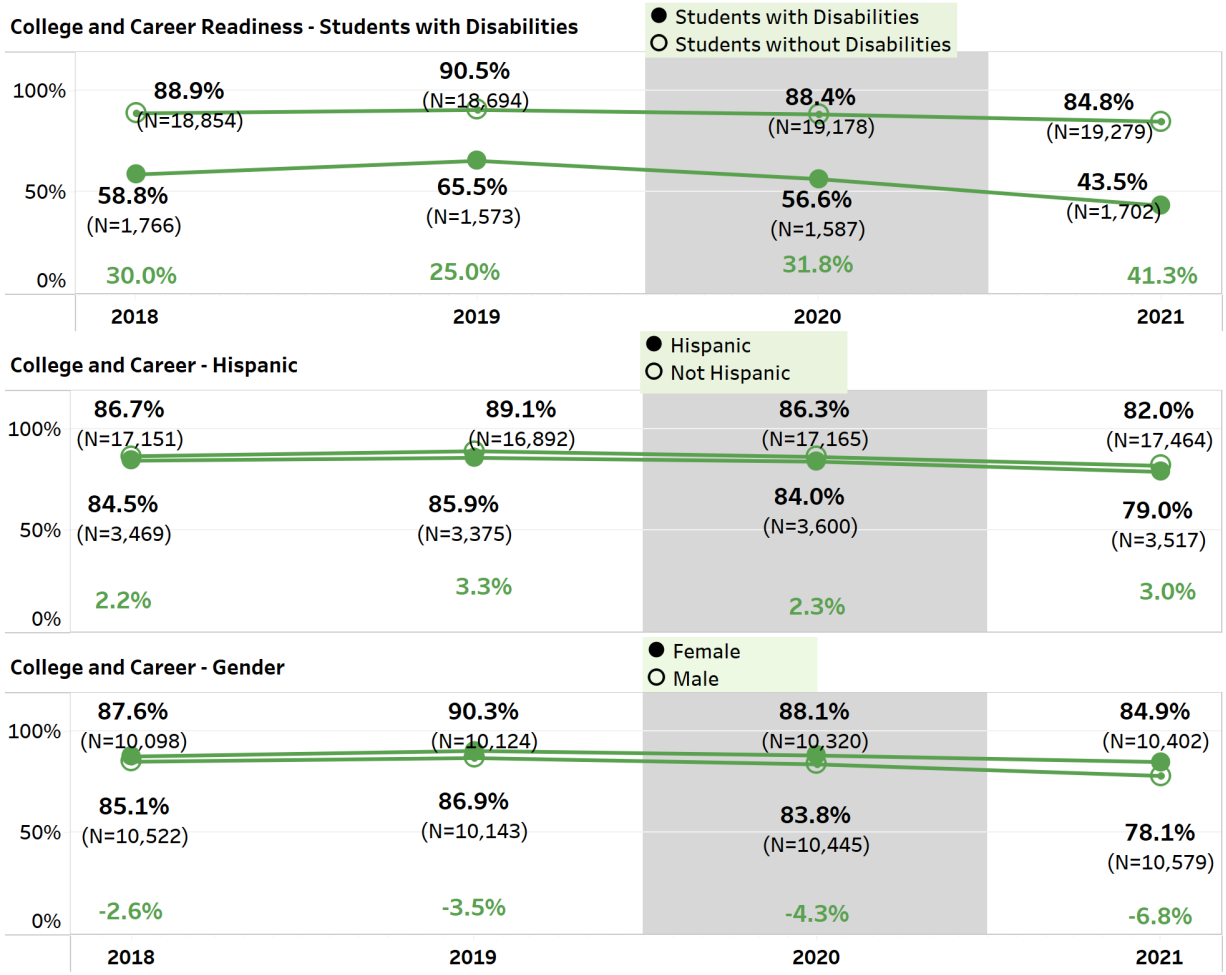


Figure 85: College and Career Readiness – Migrant, Foster Care

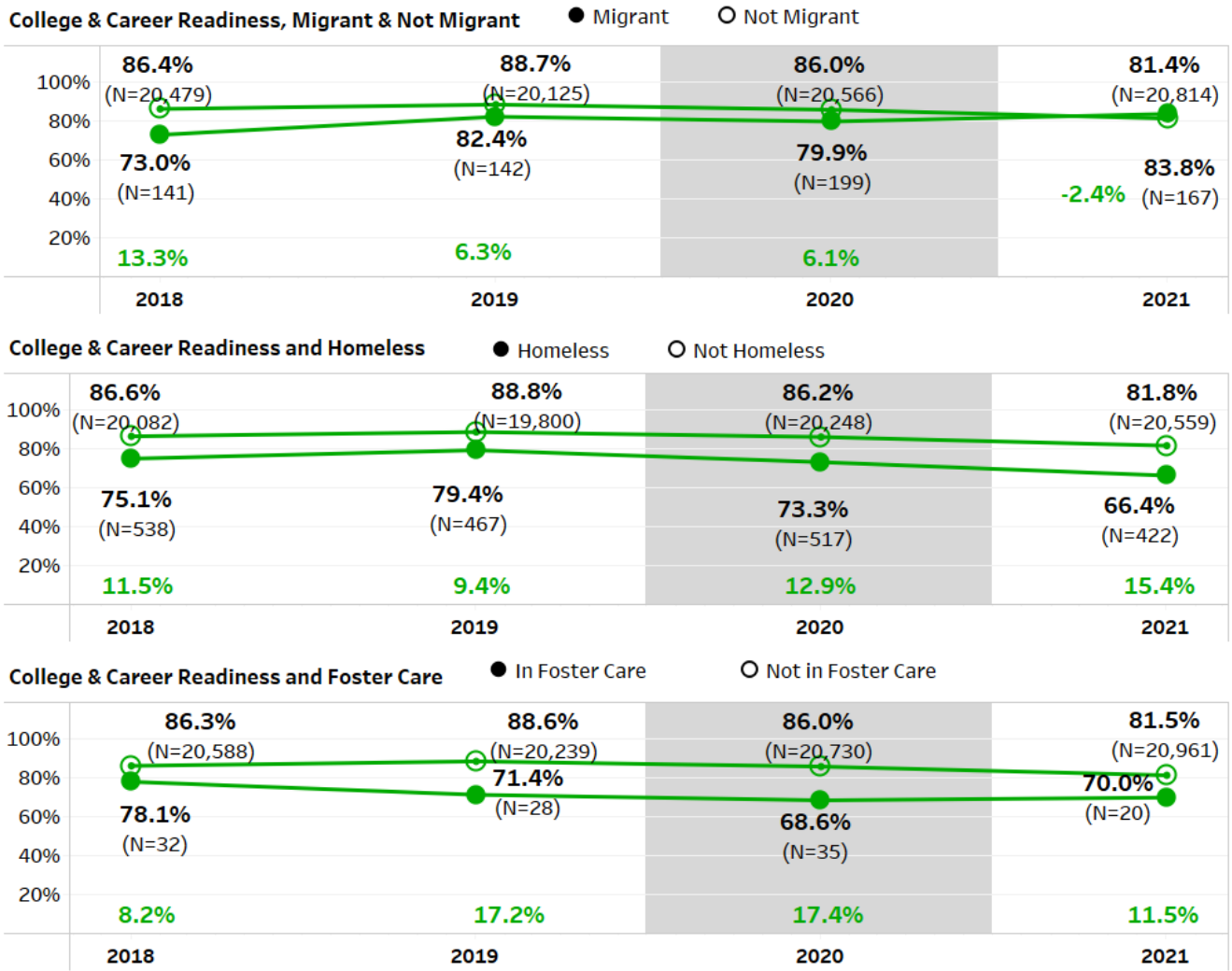
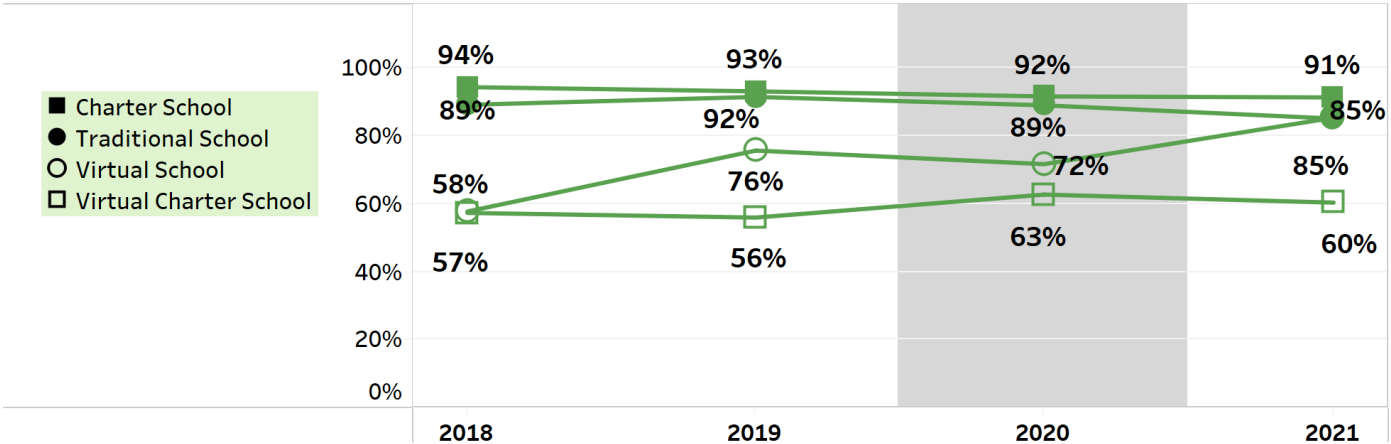


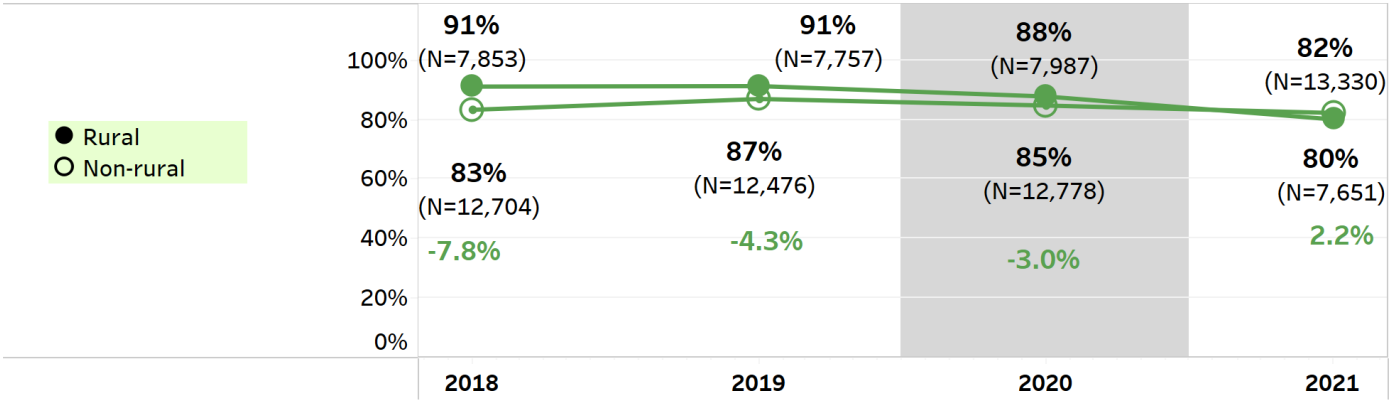
Figure 86: College and Career Readiness – School Type, School Location

College and Career Readiness - School Type



	2018	2019	2020	2021
Charter School	538	542	577	650
Traditional School	17,215	17,085	17,493	17,263
Virtual Charter School	518	461	467	641
Virtual School	71	70	99	308

College and Career - Rural



College Entrance Exam

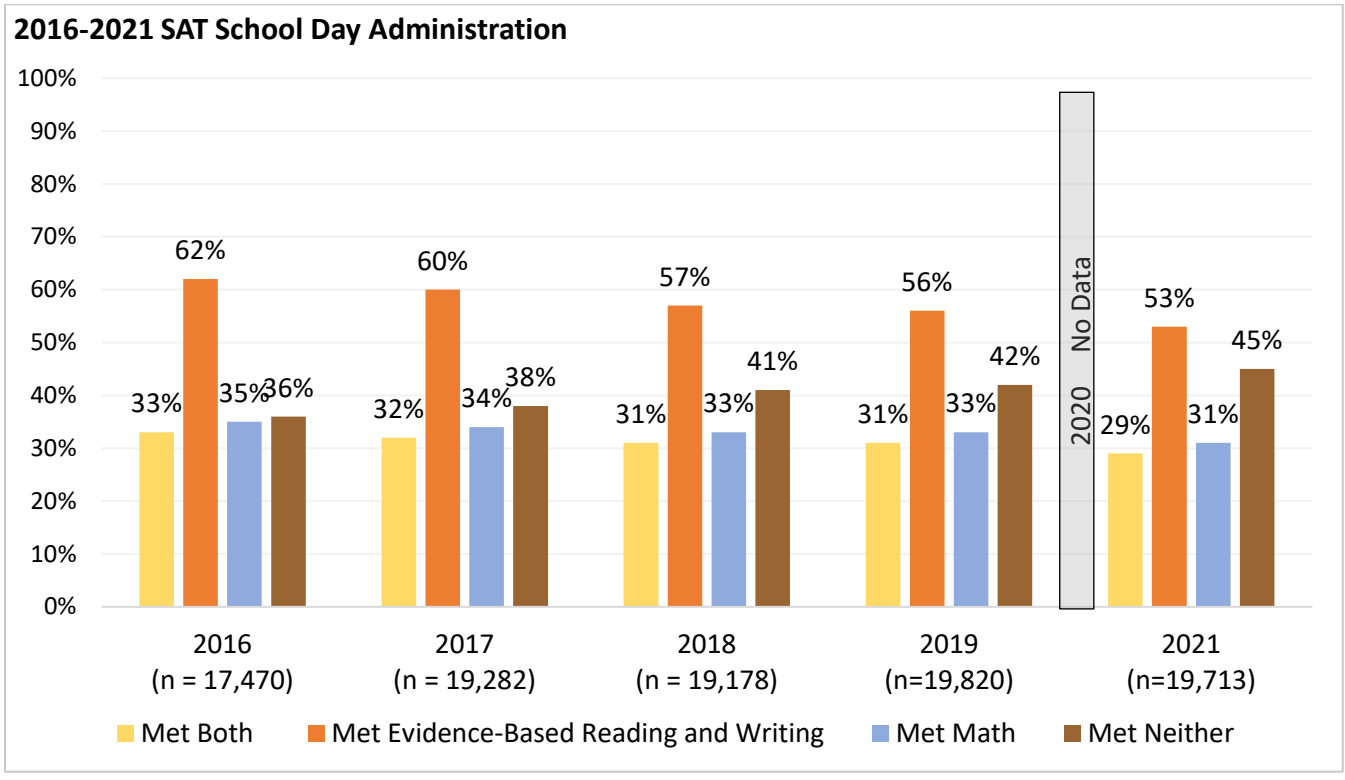
Idaho supports students in understanding and creating Next Steps after high school in a variety of ways. Taking a college entrance exam and a pre-college entrance exam, is both Next Step opportunities - chances for students to receive resources and personalized feedback to assist in preparation for entry-level college coursework. This section reviews Idaho students' performance on the SAT and the PSAT.

Scholastic Aptitude Test (SAT)

Every spring, Idaho coordinates and pays for a statewide college entrance exam, currently this is the SAT. Students are considered college- and career-ready when their SAT scores meet both the Math and the Evidence-Based Reading and Writing benchmarks. Students with an SAT Math score that meets or exceeds the benchmark (Met Math) have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus. Students with an SAT Evidence-Based Reading and Writing score that meets or exceeds the benchmark (Met Evidence-Based Reading and Writing) have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes.

Figure 87 shows that performance has gradually declined since 2016 by 9 percentage points in meeting English and 4 points in meeting Math standards. The numbers of students taking the exams peaked in 2019 and declined slightly in 2021.

Figure 87: Scholastic Aptitude Test (SAT) – Percentages Meeting Benchmarks

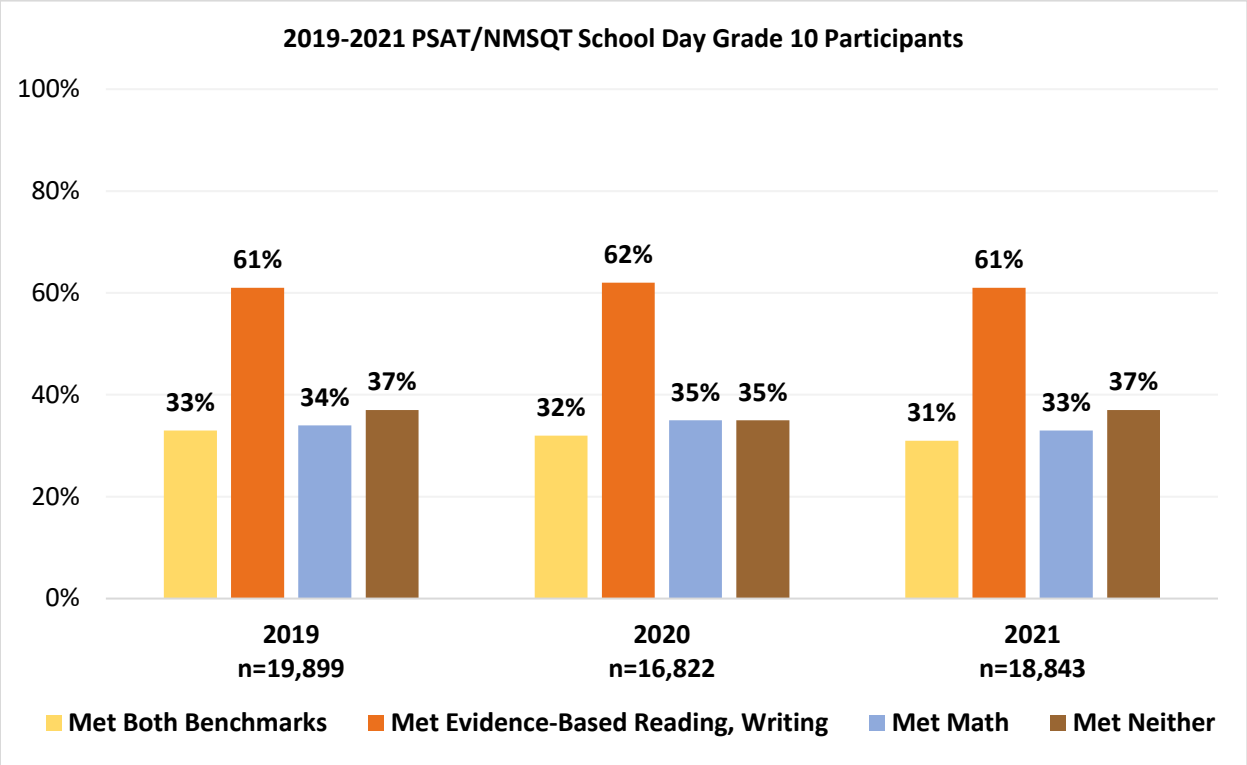


PSAT

The SAT® Suite of Assessments is an integrated system of tests that includes the SAT (for students in grades 11 and 12) and the PSAT/NMSQT® which is offered to all high school sophomores in Idaho, but is not required. The tests measure the same skills and knowledge in grade-appropriate ways. They work together to show college readiness over time so educators, students, and parents can monitor student progress. Their content reflects the kind of meaningful, engaging, and challenging work that students find in the best middle-school and high-school courses taught today. The PSAT/NMSQT measures the skills and knowledge, which is what research has shown to be the most important for success in college and career. The Reading Test measures comprehension and reasoning skills, and it focuses on close reading of passages in a wide array of subjects. The Writing and Language test measures a range of skills, including command of evidence, expression of ideas, and the use of standard English conventions in grammar and punctuation. The Math Test covers a range of math practices with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure. Students meeting PSAT benchmarks are considered on track to be college-ready upon graduation from high school.

- Students' performance on the PSAT has remained relatively stable since 2019, maintaining roughly the levels of meeting English and Math standards achieved in 2017 on the SAT (61% English; 34% Math).
- The numbers taking the PSAT have varied by year, possibly because this assessment is purely voluntary. This likely accounts for some of its difference from the SAT results.

Figure 88: PSAT Performance - Percentages Meeting Benchmarks



Graduation

Graduation rate is reported in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years (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 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 bar in the graph as ns are the number of 4-year and 5-year cohort members, respectively. The two may differ if students move into or out of the Idaho's public-school system in their fifth year.

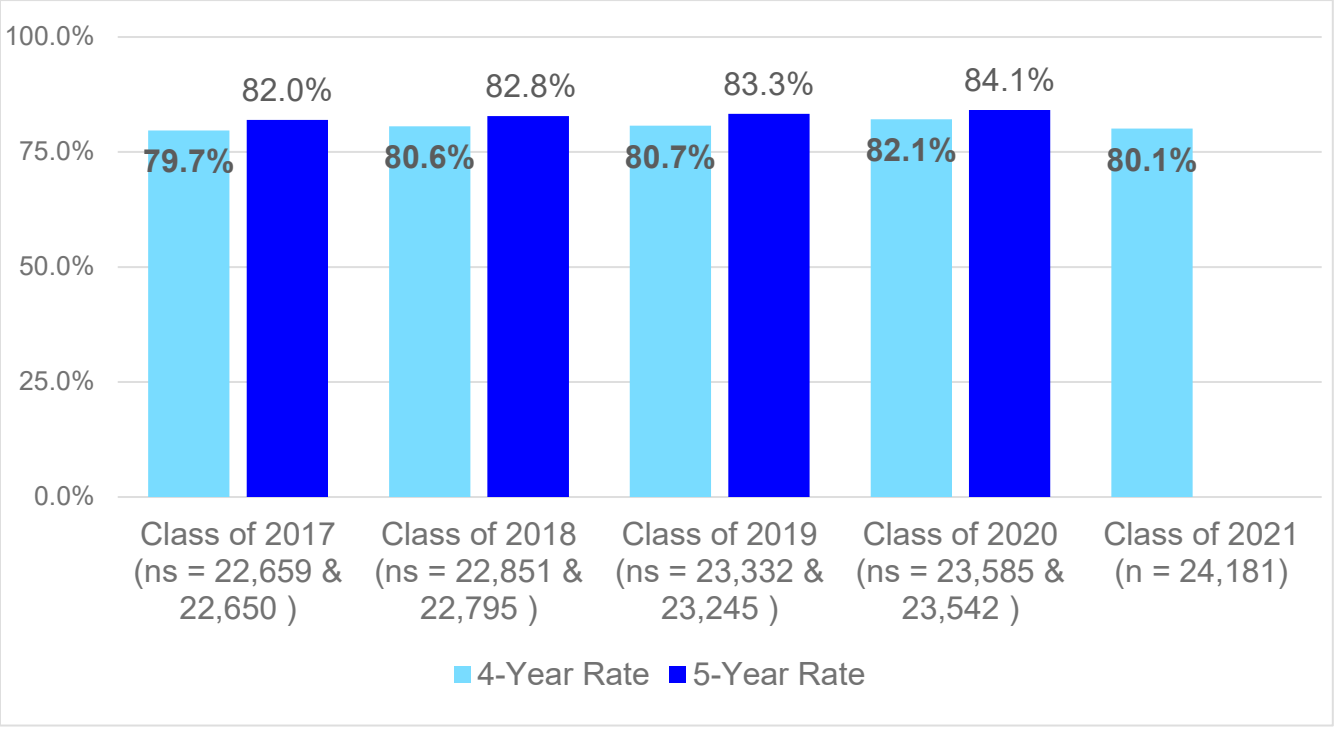
Cohort Graduation Rate: Class of 2017 – Class of 2021

In 2021, 80.1% of Idaho's high school students graduated high school in four years.

As seen in Figure 89:

- The cohort size has increased steadily showing a 7% gain since 2017.
- The gradual rise in 4-year graduation rate was lost in 2021.
- The additional year beyond four added 2.0 – 2.6 percentage points to the final, 5-year graduation rate per graduating class.

Figure 89: 4-year and 5-year Graduation Rates per Cohort



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

As seen in Figure 90:

- 4-year graduation rates held relatively steady in traditional schools, with a 2 percentage-point drop in 2021;
- Charter schools have seen a gradual decline in 4-year graduation rate from 83% in 2018 to 70% in 2021;
- Alternative schools, virtual charter schools, alternative virtual charters, and virtual schools have all seen steady rises in graduation rates;
- Virtual schools' 4-year graduation exceeded charter schools' rates in both 2020 and 2021, and reached Idaho's overall average in 2021.f

Figure 90: 4-Year Graduation Rate per School Type

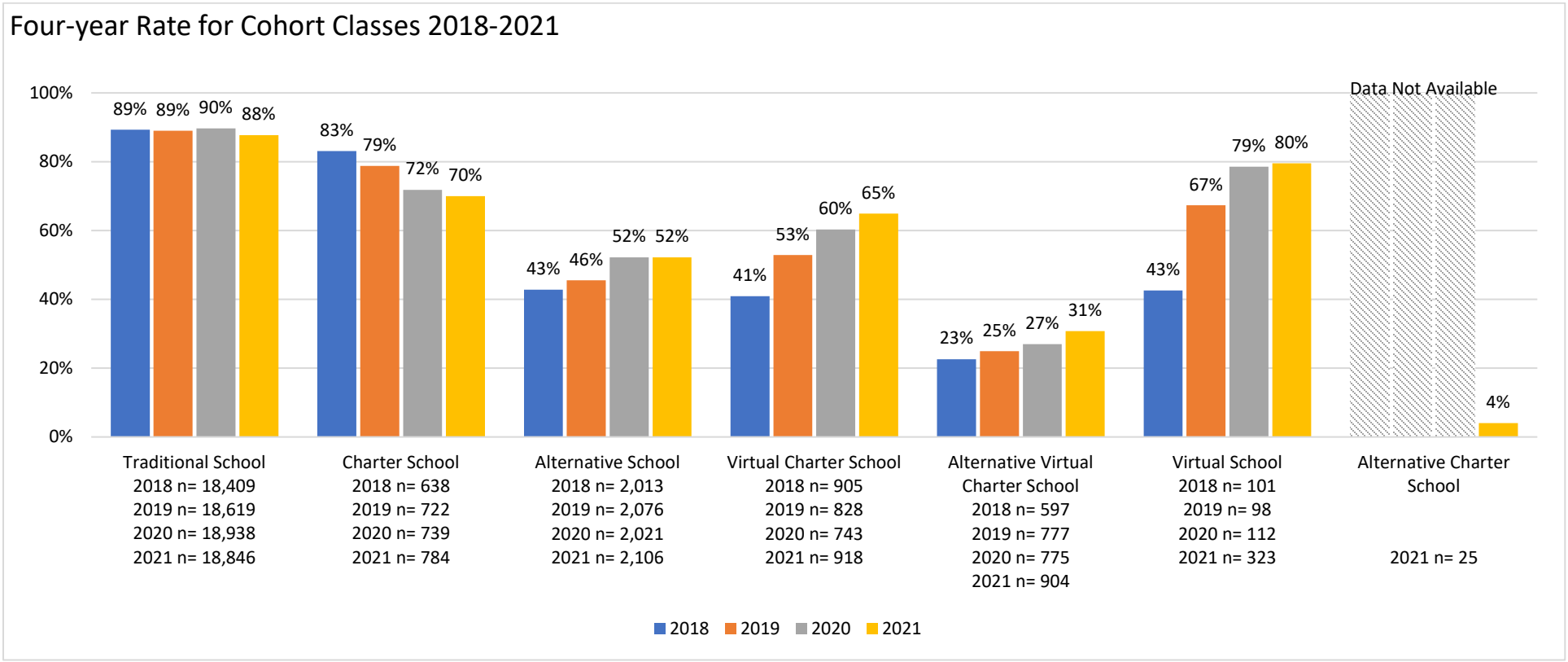


Figure 91: 4-Year Graduation Rates per Cohort by Race/Ethnicity

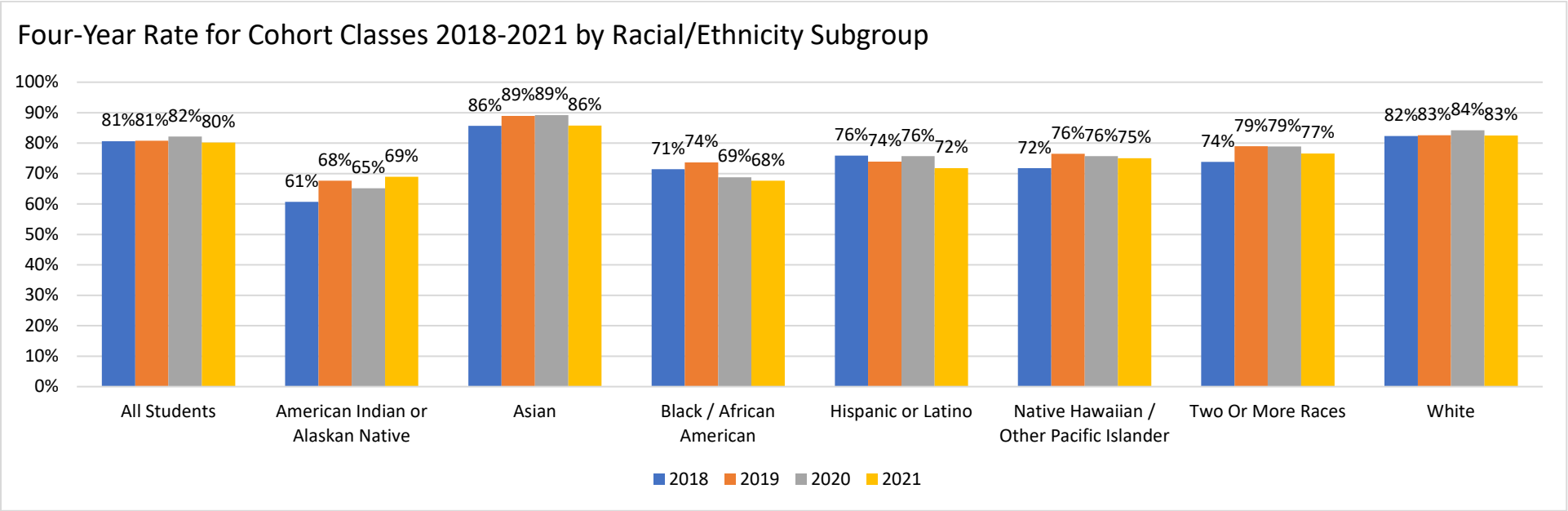


Figure 92: 4-Year Graduation Rates per Cohort by Student Groups-1

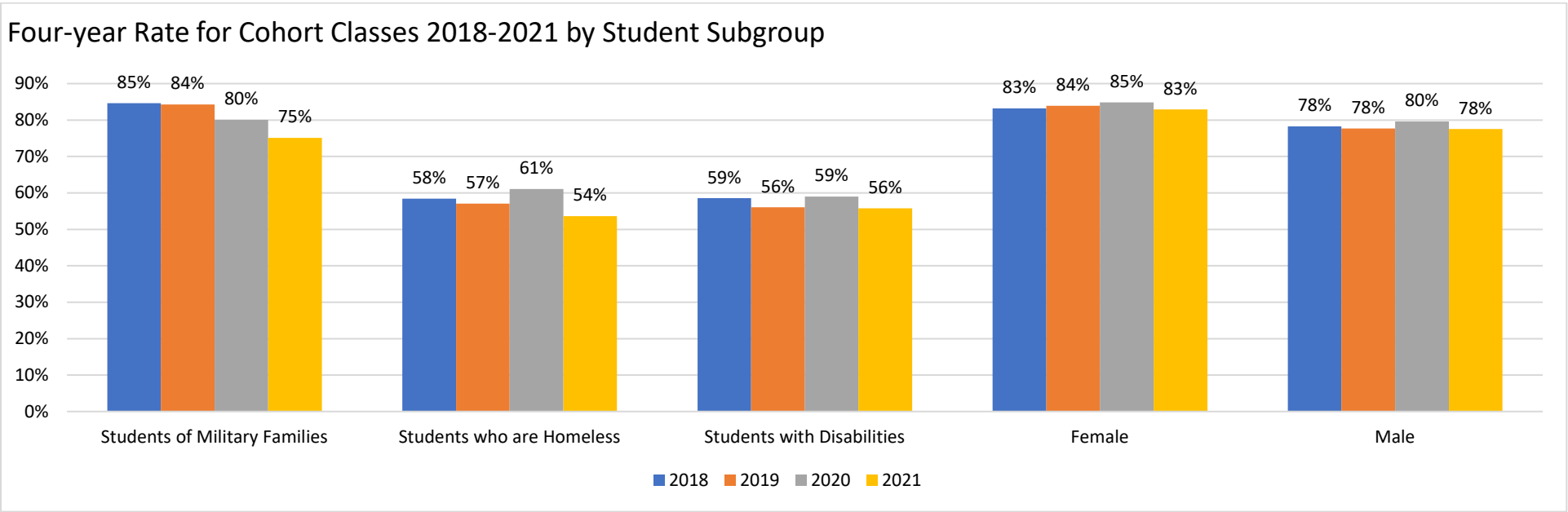
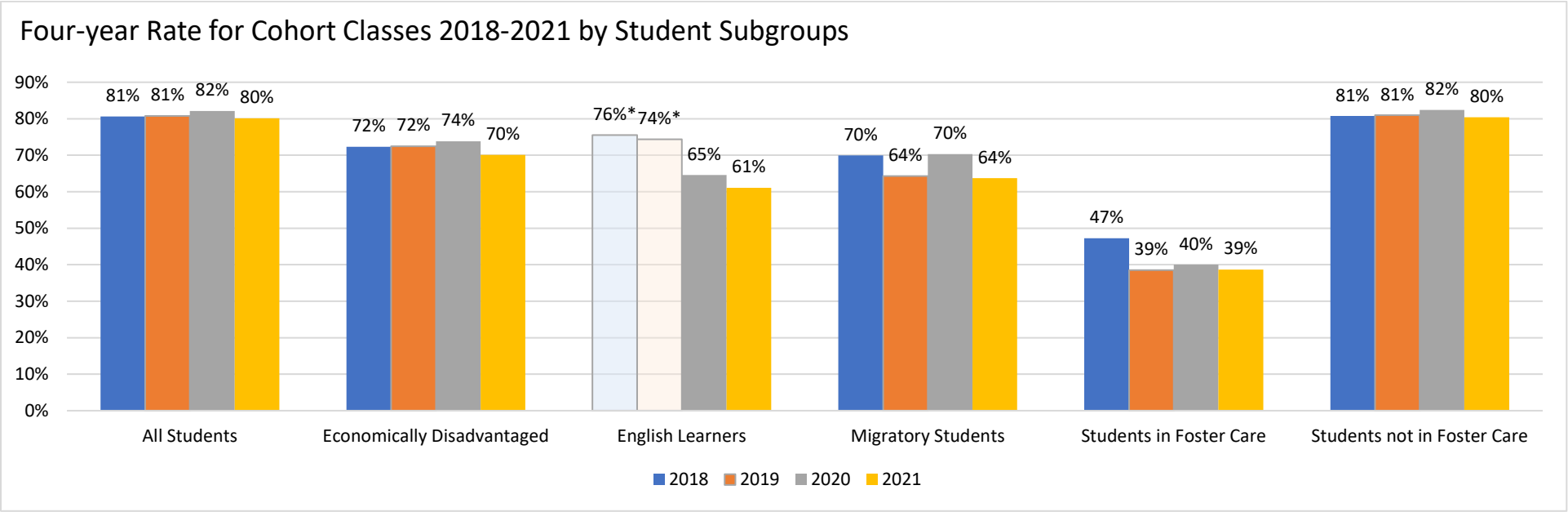


Figure 93: 4-Year Graduation Rates per Cohort by Student Groups-2



**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 94, the pattern for 5-year graduation rates is the same as for the 4-year rates:

- Rates were highest in traditional schools and have held steady at 91% since the 2018 cohort.
- Charter schools saw a gradual decline in the 5-year graduation rate from 86% for the 2018 cohort to 74% for the 2020 cohort.
- Alternative schools, virtual charter schools, alternative virtual charters, and virtual schools all saw steady rises in graduation rates.
- Virtual schools' 5-year graduation rate exceeded charter schools' rate for the 2020 cohort.

Figure 94: 5-Year Graduation Rate per School Type

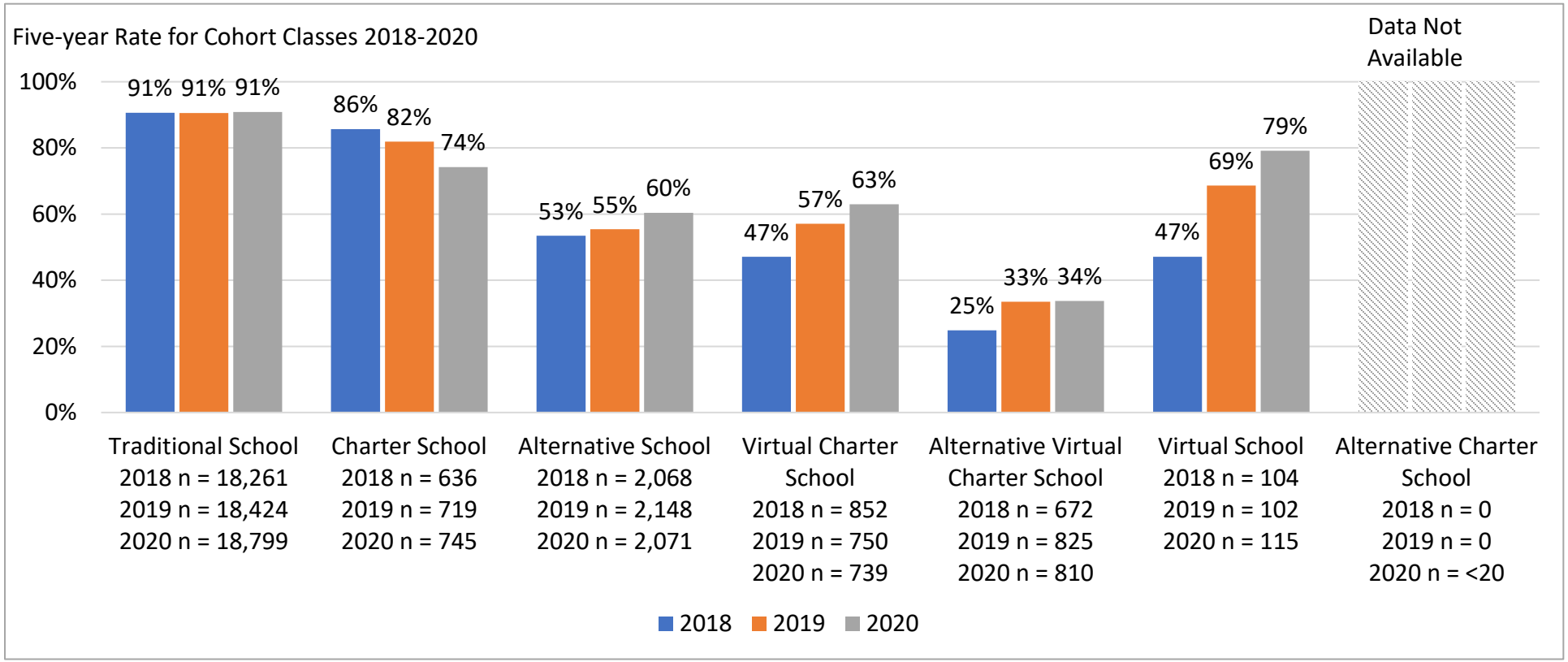


Figure 95: 5-Year Graduation Rates per Cohort by Race/Ethnicity

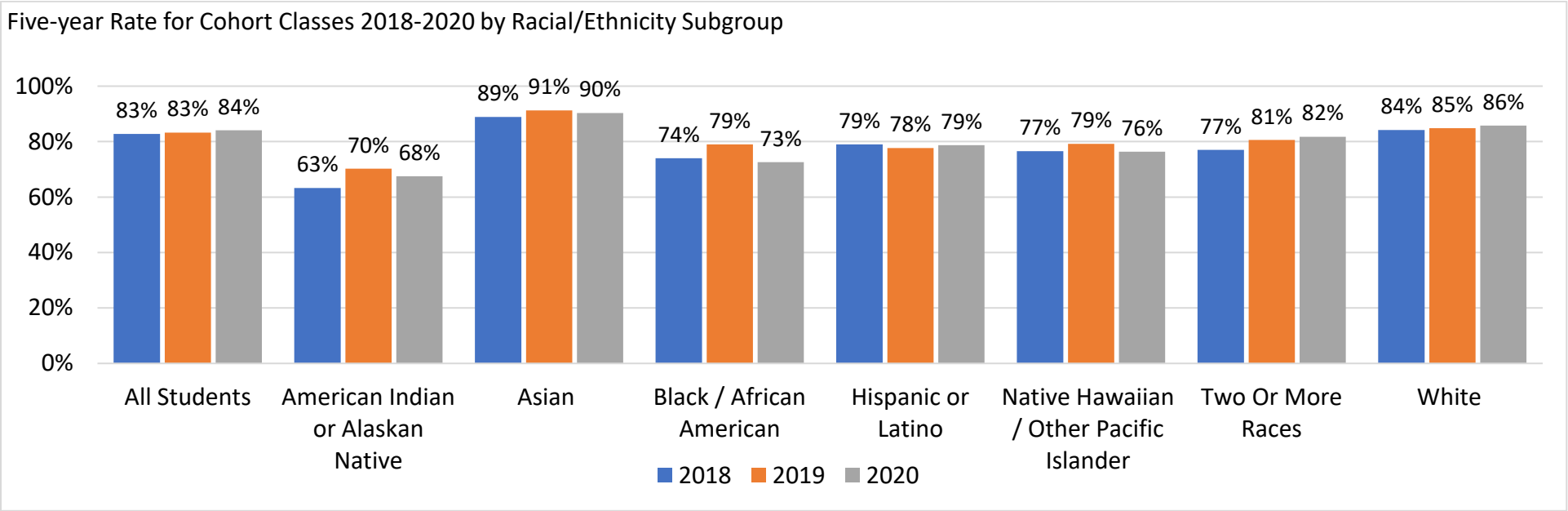


Figure 96: 5-Year Graduation Rates per Cohort by Student Groups-1

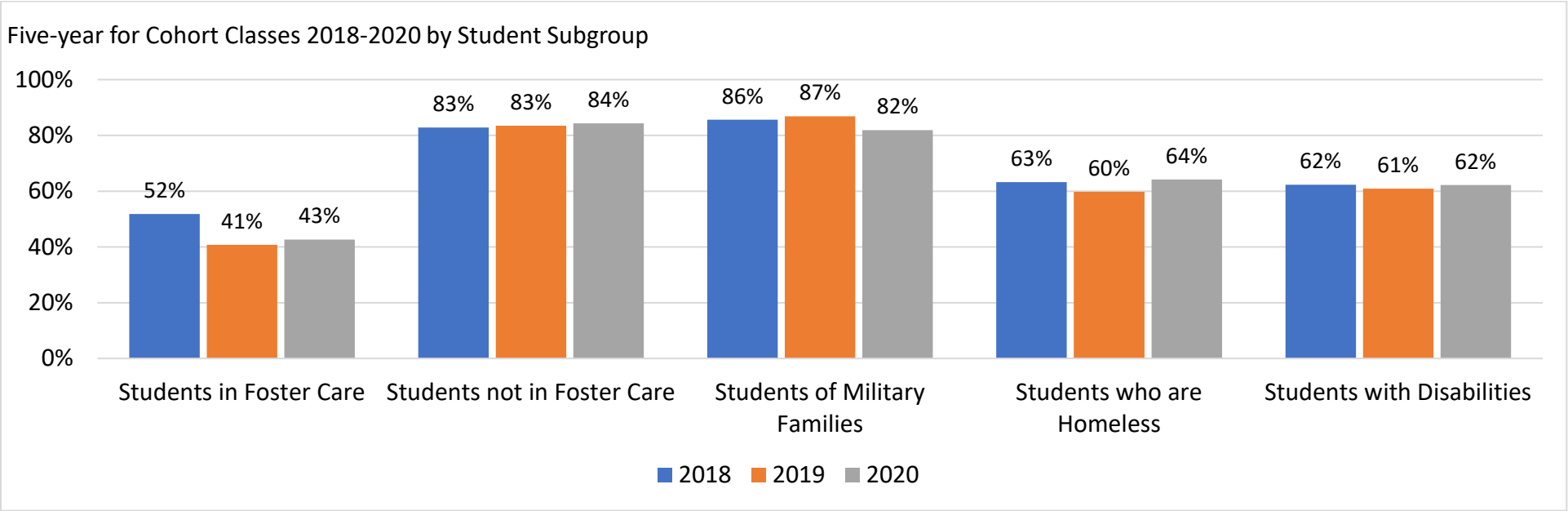
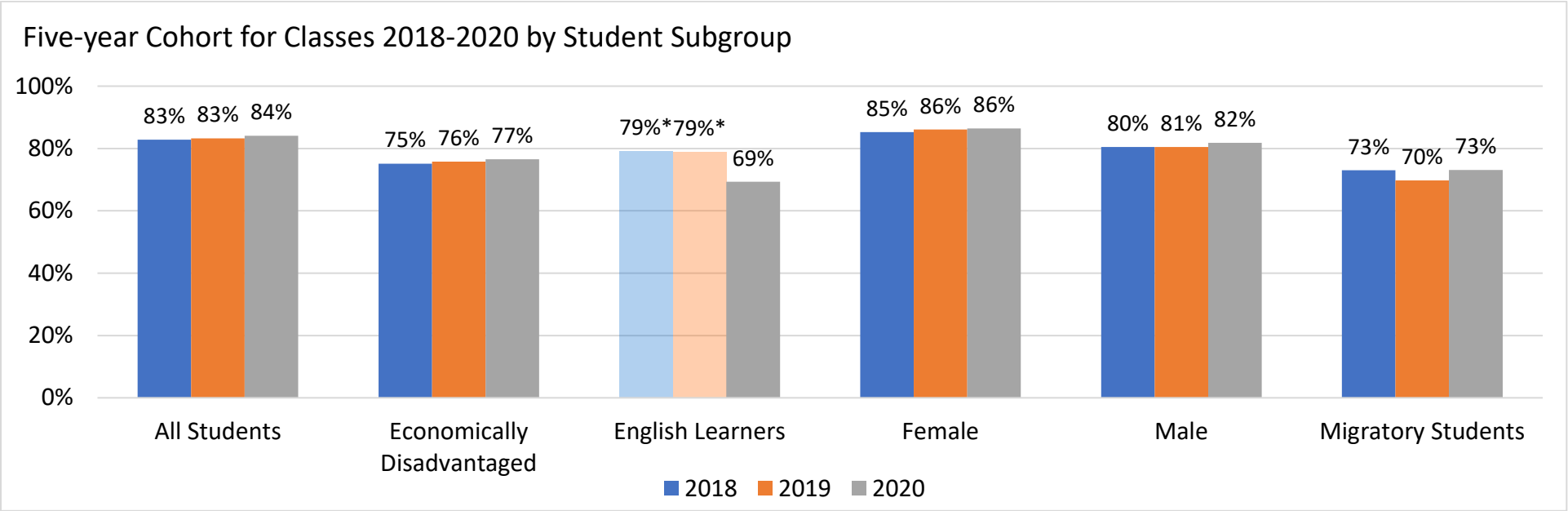


Figure 97: 5-Year Graduation Rates per Cohort by Student Groups-2



**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 either one or two years of graduation. Go-on status is counted based on the student's graduation year (not graduation cohort, which drive 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 2-year go-on rates maintain the same graduating class, but consider the percentage that enrolled in post-secondary education within two years of graduating.

1-Year Go-On Rates

As seen in Figure 98:

- Go-on rates declined noticeably in 2019-20 both across all students and in most race and ethnic groups.
- Exceptions were two groups with relatively lower overall rates in prior years – Native Americans and Blacks.

Figure 98: 1-Year Go-On Rates by Race and Ethnicity

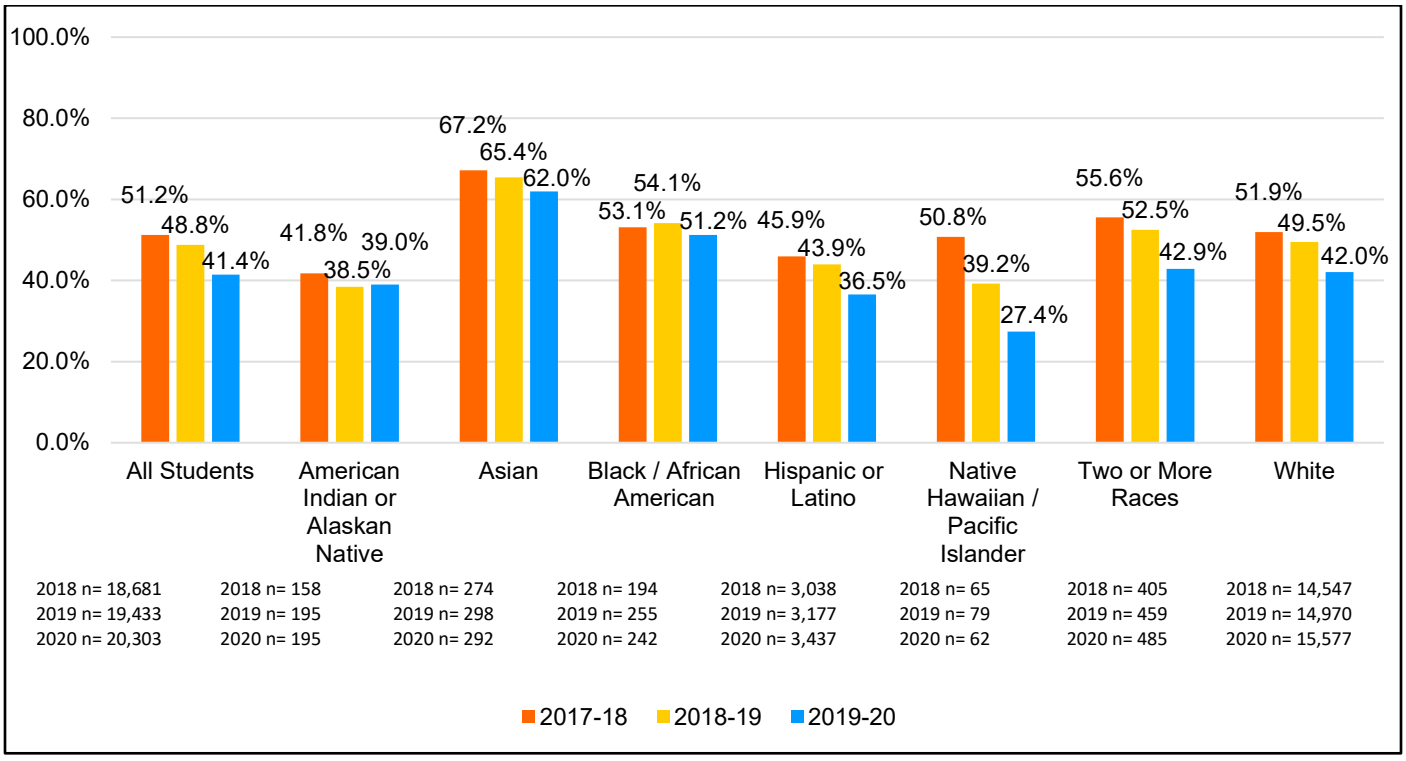
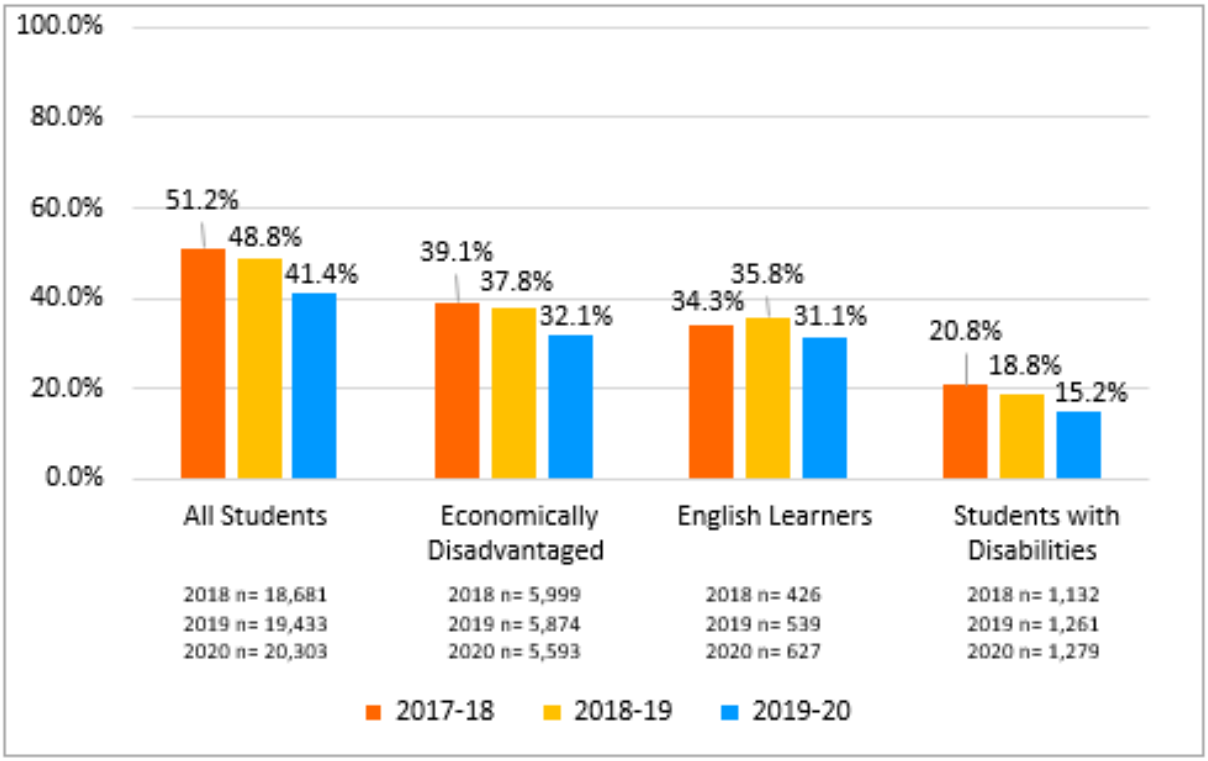


Figure 99 shows a similar pattern for student subgroups:

- Go-on rates declined in 2019-20, and most noticeably among economically disadvantaged students.
- Other groups with relatively lower rates in prior years showed less decline in school year 2020.

Figure 99: 1-Year Go-On Rates by Student Subgroups



2-Year Go-On Rates

Figure 100 and Figure 101 shows a similar pattern for 2-year go-on rates as for the 1-year rates seen above, though the decline in the final year is weaker.

Figure 100: 2-Year Go-On Rates by Race / Ethnicity

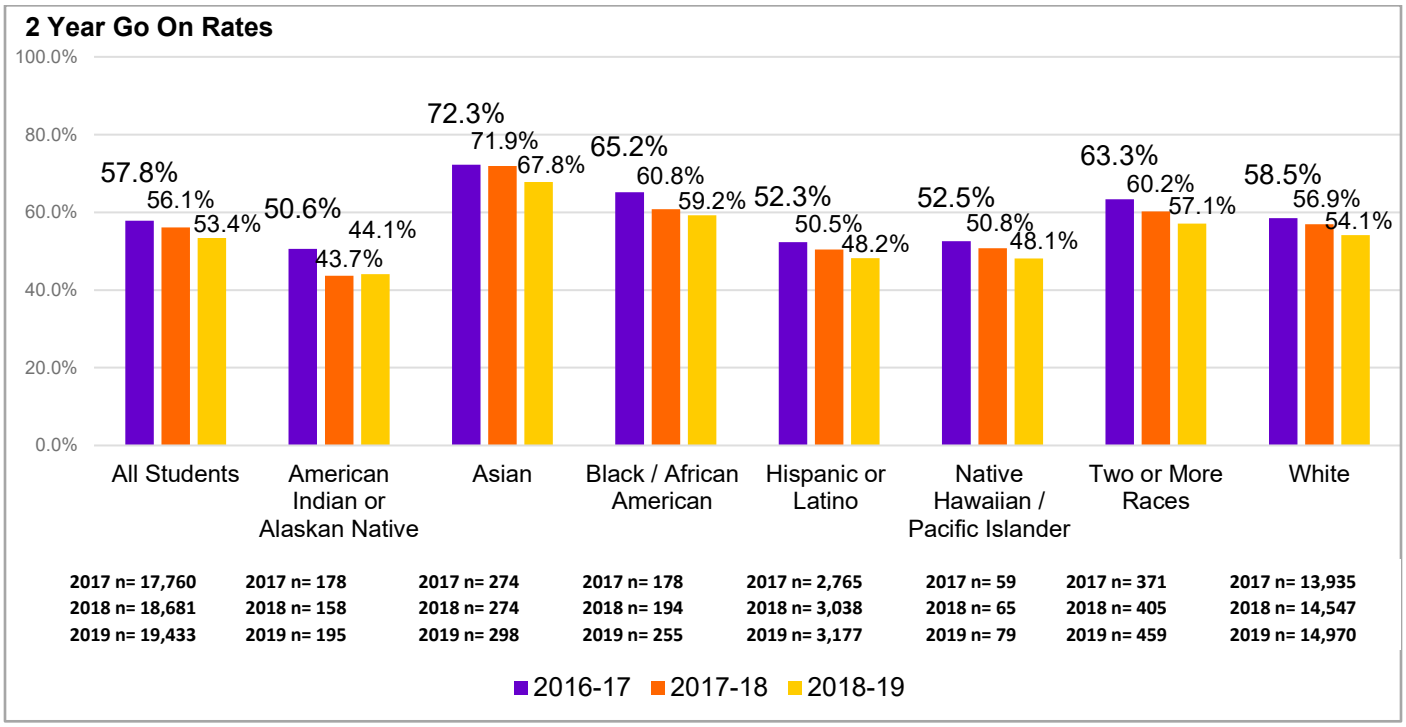
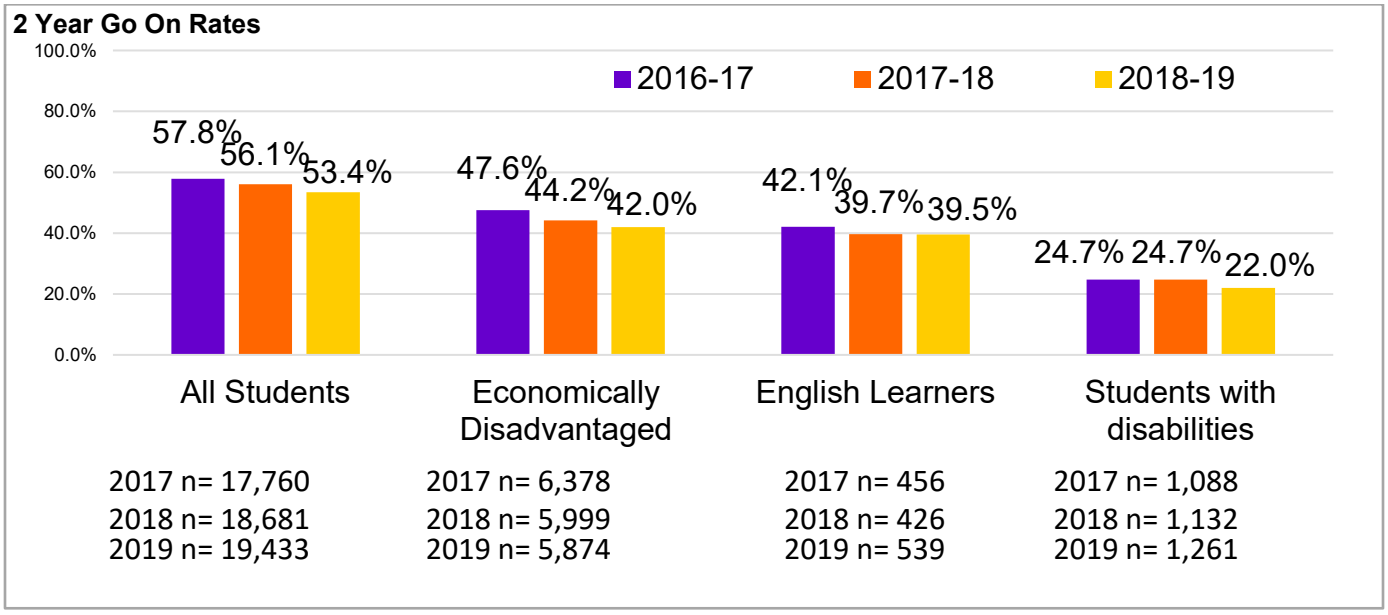


Figure 101: 2-Year Go-On Rate by Student Groups



ATTENDANCE AND ENGAGEMENT

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

Attendance

We report on two indices of student absenteeism.

Chronic Absenteeism Flag. Idaho districts and charter schools report if a student is "Chronically Absent" via ISEE. The presence of the Chronic Absenteeism flag on a student's record 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 attendance measure reported here.

Proportion Attendance Category. A second, more precise index, also reviewed here, is the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster and 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, 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 further narrowed that index to four categories:

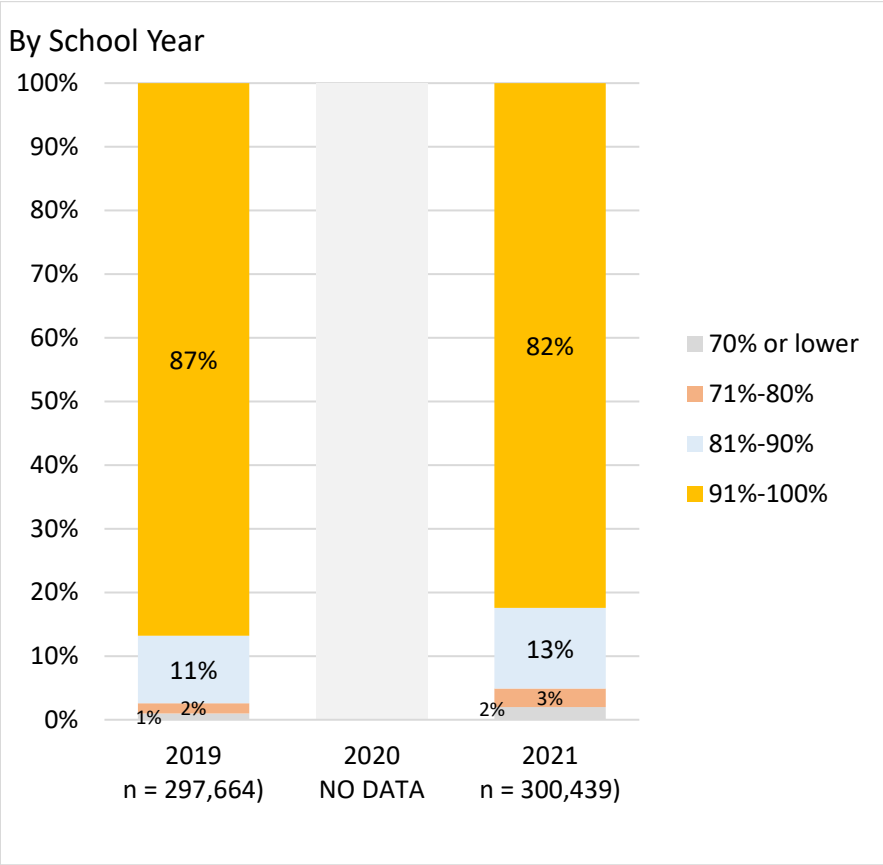
- Adequate Attendance, or attendance on 91%-100% of the days in the entire school year
- Chronic Absence, divided into three, successively more severe categories
    - 81%-90% of days in attendance
    - 71%-80% of days in attendance
    - 70% or fewer of days in attendance

In both 2019 and 2021, 2% of students reported attendance in more than one school. We analyzed and reported only students in a single school because we lacked the data required to combine multiple values. We report findings for both of these metrics, Chronic Absenteeism and Proportion Attendance Category. 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 102, the proportion attending adequately dropped by 5 percentage points from 2019 to 2021. This section will show that the attendance gap between student groups grew from 2019 and 2021.

Figure 102: Student Attendance – All Students, All Grades



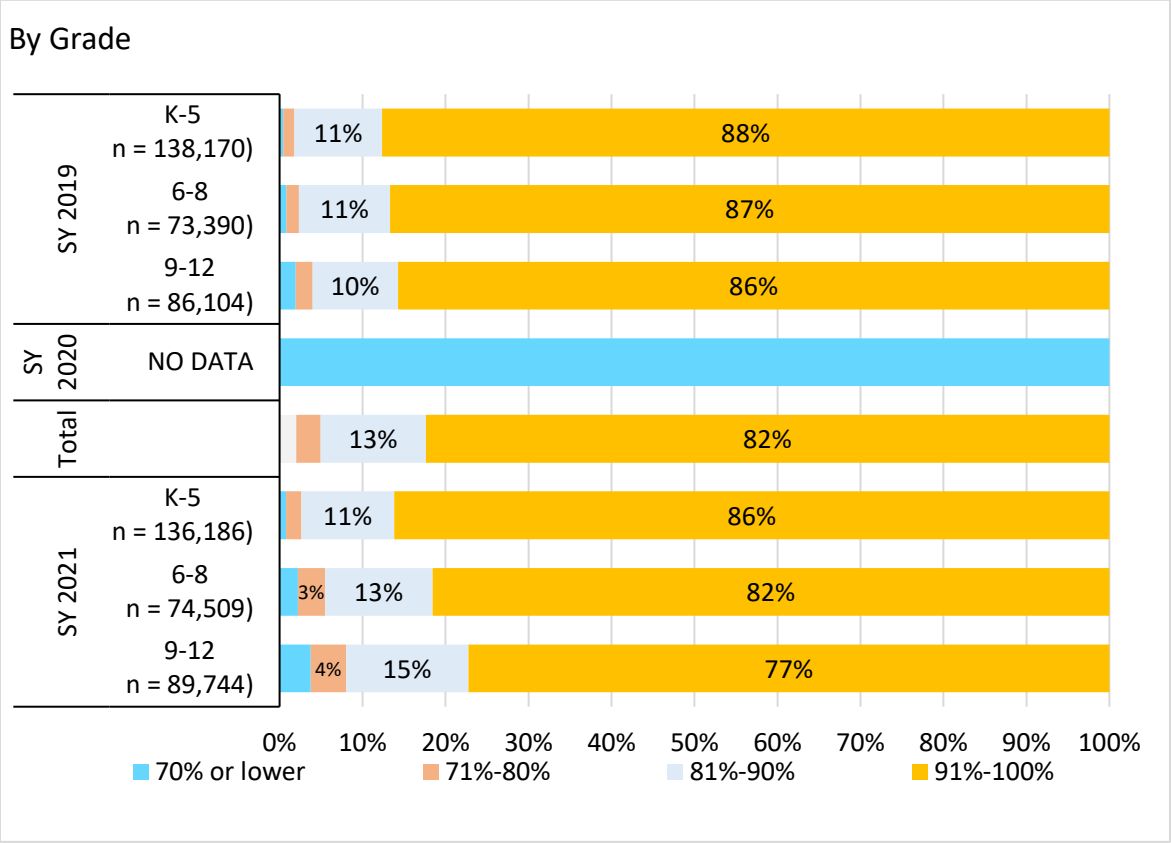
This section will show that the attendance gap between many student groups grew from 2019 and 2021.

Proportion Attendance per Grade and Subgroup in 2019 and 2021

Figure 103 shows the impact of the COVID years on school behavior.

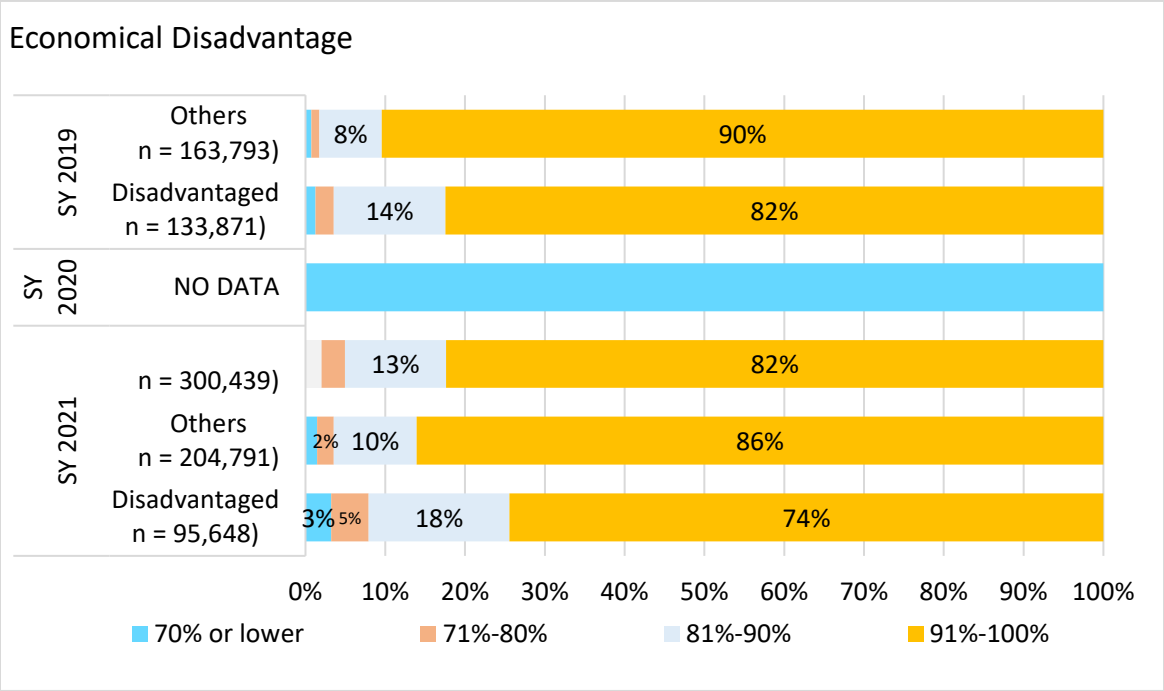
- Though elementary students attended at higher rates than older students both years, all students' attendance was considerably higher in 2019 than in 2021.
- The adequate-attendance drop was progressively greater with each older student group from 2 percentage points for elementary students to 9 points for high schoolers.
- The decreasing attendance with age resulted in a growing attendance gap between the grade groups. In 2019, elementary students' adequate attendance was just 2 points higher than high-school students, but that gap grew to 9 points in 2021.

Figure 103: Student Attendance and Grade



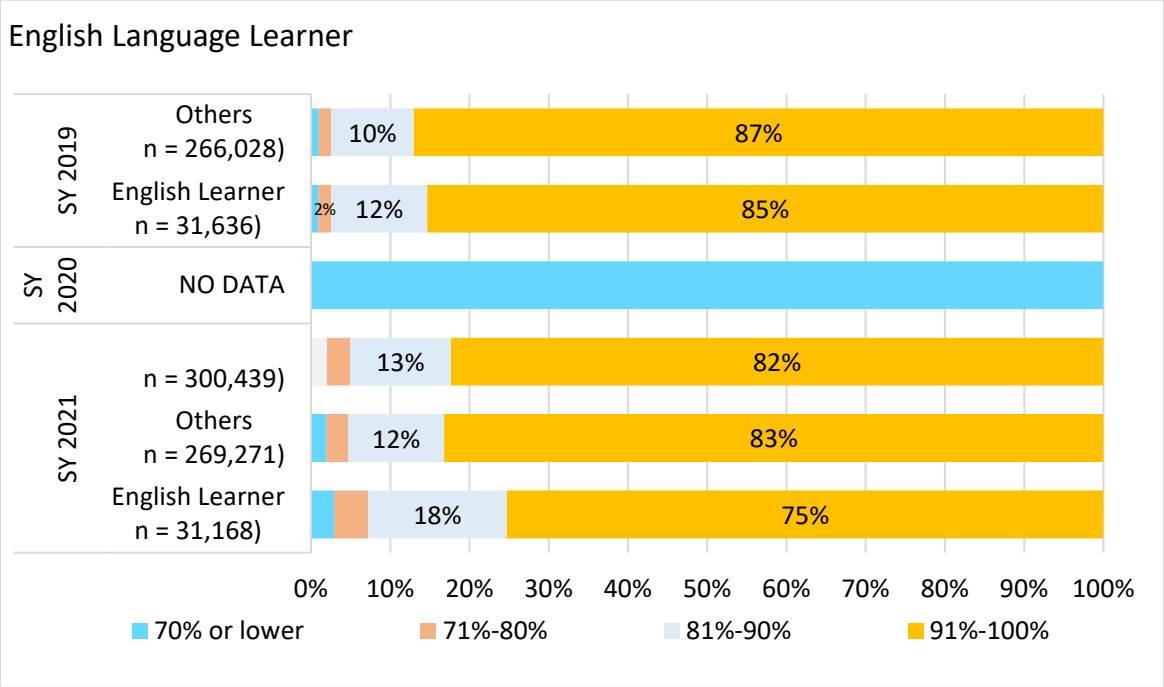
As seen in Figure 104, the adequate-attendance gap between economically disadvantaged students and others who were not economically disadvantaged grew from 8 percentage points in 2019 to 12 points in 2021.

Figure 104: Student Attendance and Economic Disadvantage



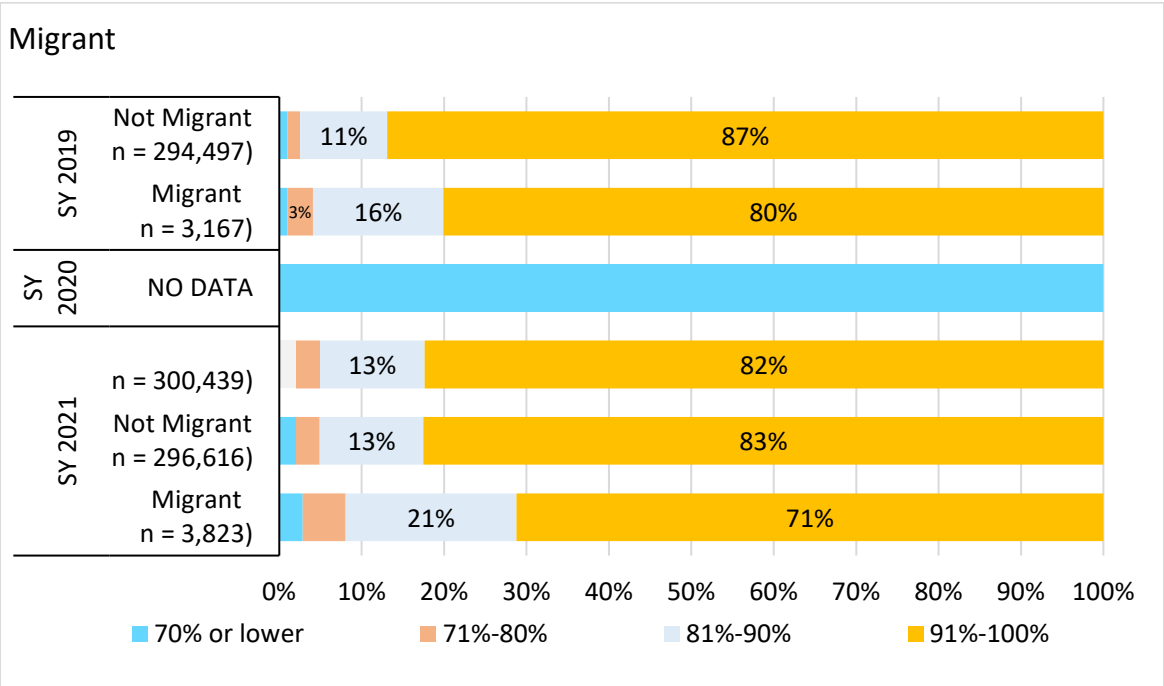
As seen in Figure 105, the adequate-attendance gap between English Learners and others who were not English Learners grew from 2 percentage points in 2019 to 8 points in 2021.

Figure 105: Student Attendance and English Language Learning



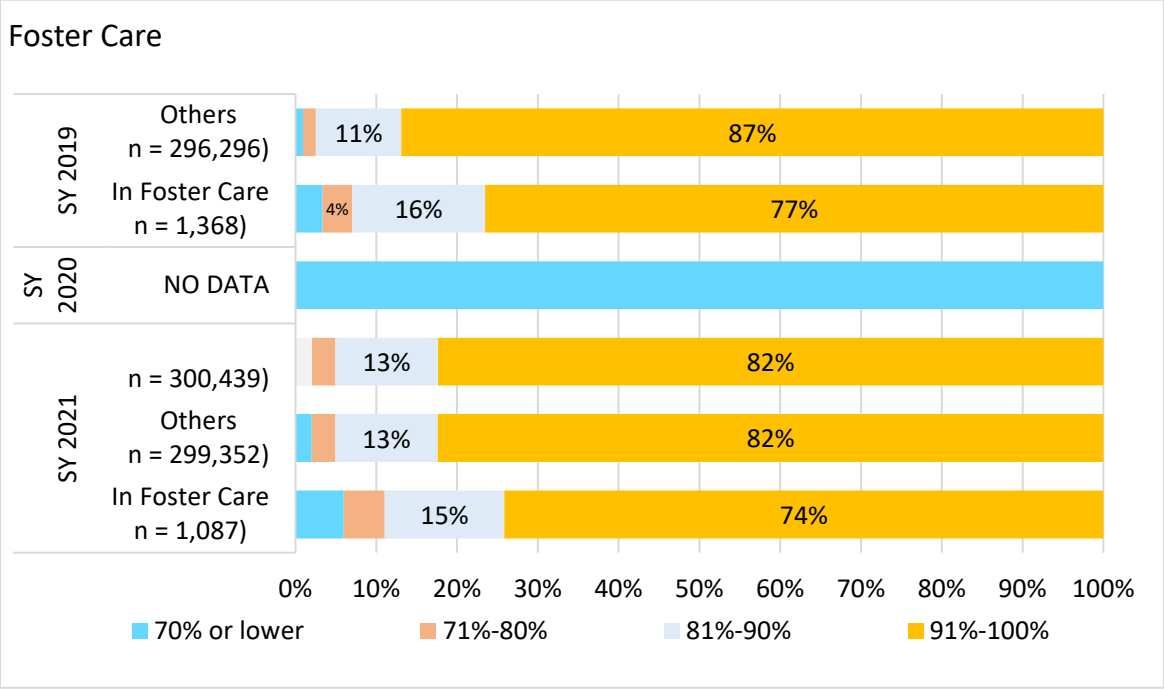
As seen in Figure 106, the adequate-attendance gap between students who were migrant and others who were not migrant grew from 7 percentage points in 2019 to 12 points in 2021.

Figure 106: Student Attendance and Migration



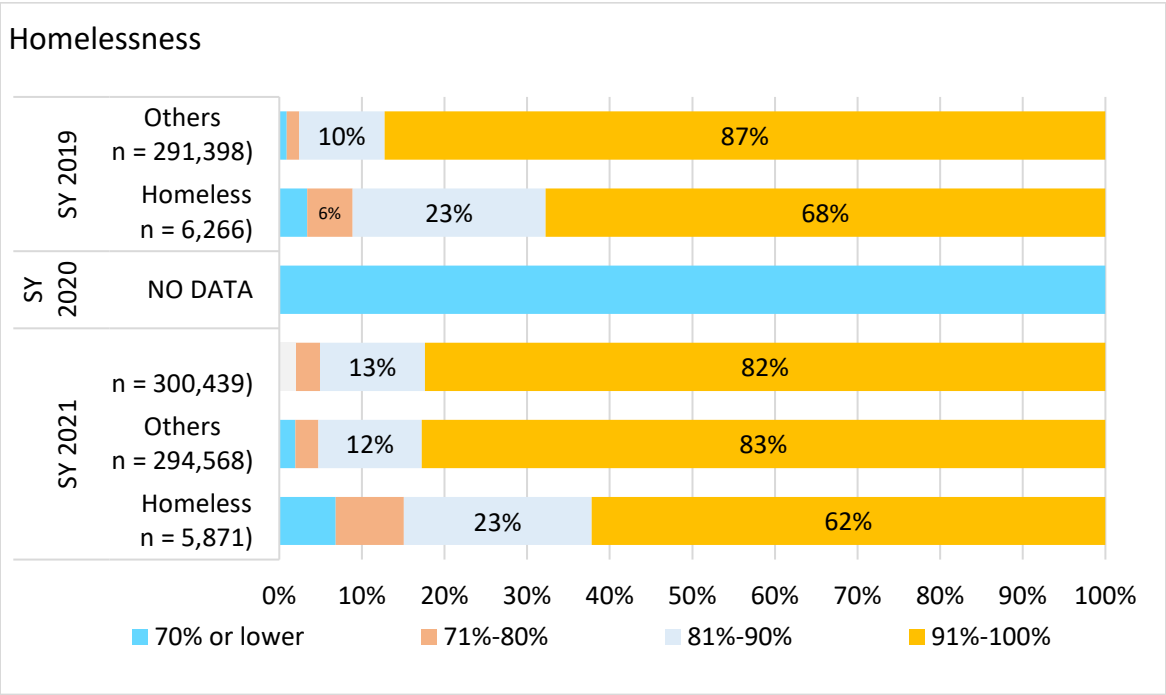
As seen in Figure 107, the adequate-attendance gap between students in foster care and others who were not in foster care edged up from 10 percentage points in 2019 to 12 points in 2021.

Figure 107: Student Attendance and Foster Care



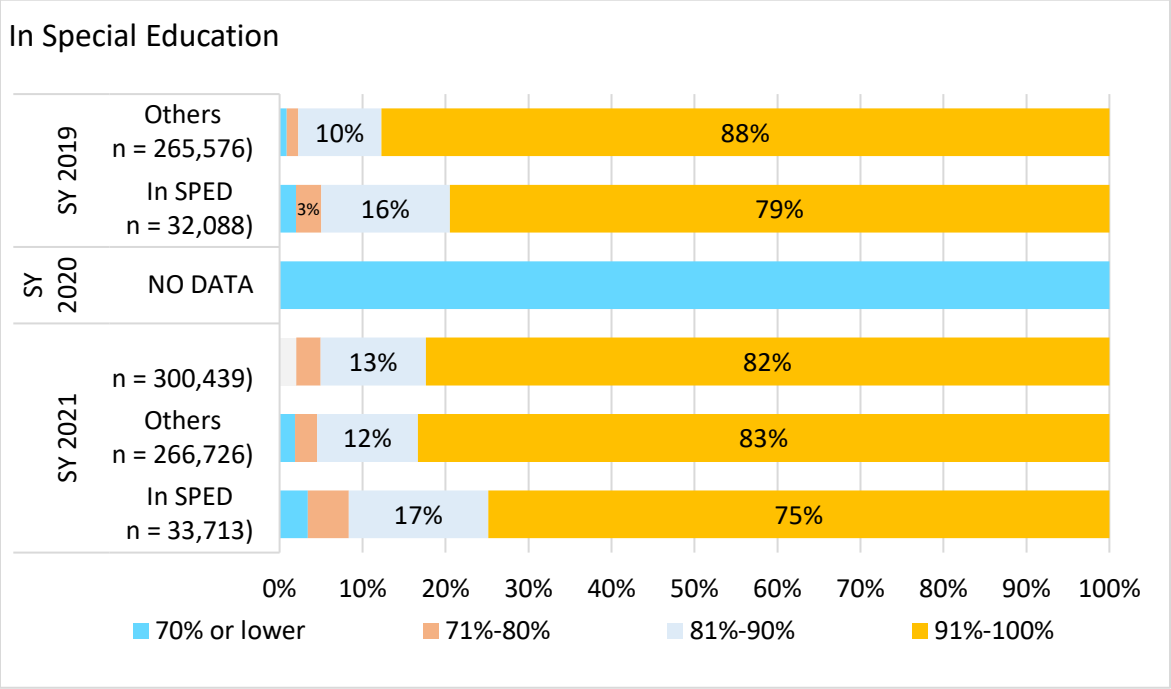
As seen in Figure 108, the adequate-attendance gap between students who were homeless and others who were not homeless edged up from 19 percentage points in 2019 to 21 points in 2021.

Figure 108: Student Attendance and Homelessness



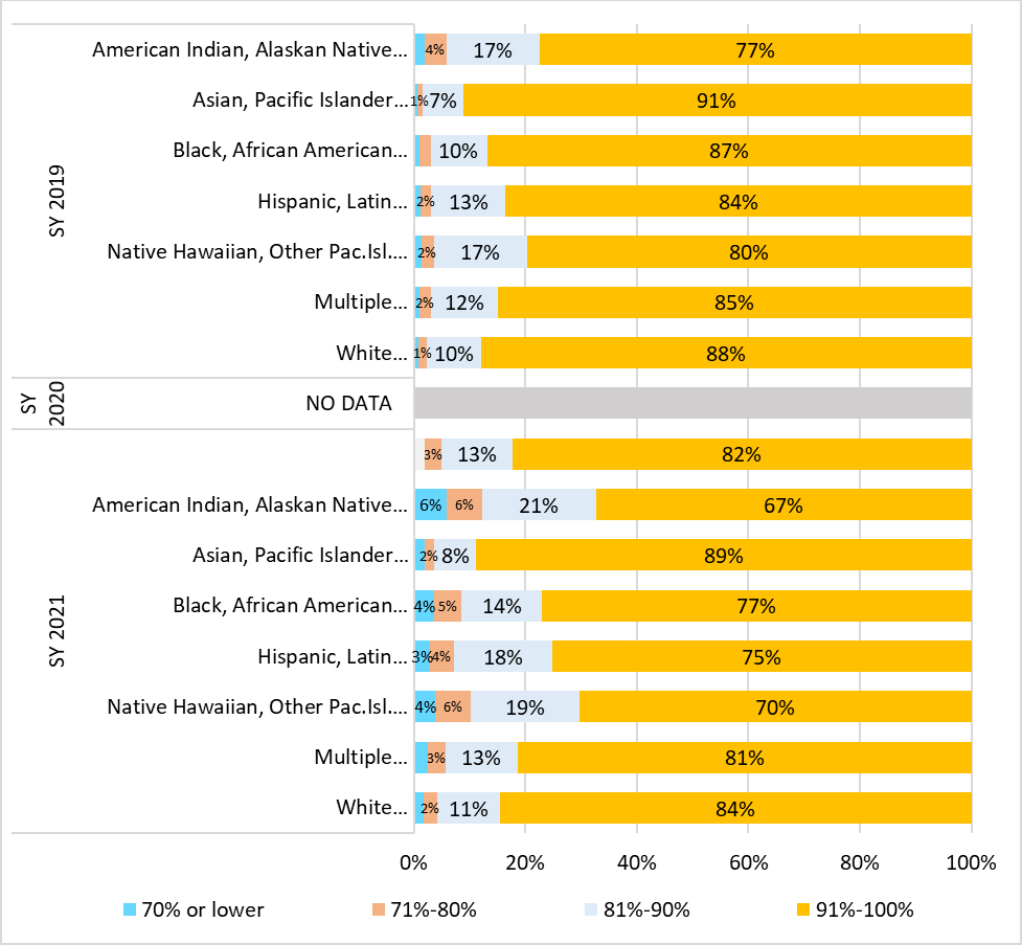
As seen in Figure 109, the adequate-attendance gap between students in special education and others who were not in special education declined slightly from 9 percentage points in 2019 to 8 points in 2021.

Figure 109: Student Attendance and Special Education



As seen in Figure 110, Asians and White students had the highest rates (89% and 84% full or "adequate" attendance in 2021), though proportions for both had declined since 2019. The gap in adequate attendance between White and Asian students versus other race/ethnicity groups increased by 1-8 percentage points from 2019 to 2021.

Figure 110: Student Attendance by Race and Ethnicity



As seen in Figure 111, there was no difference in adequate-attendance rate by gender in either 2019 or 2021.

Figure 111: Student Attendance by Gender

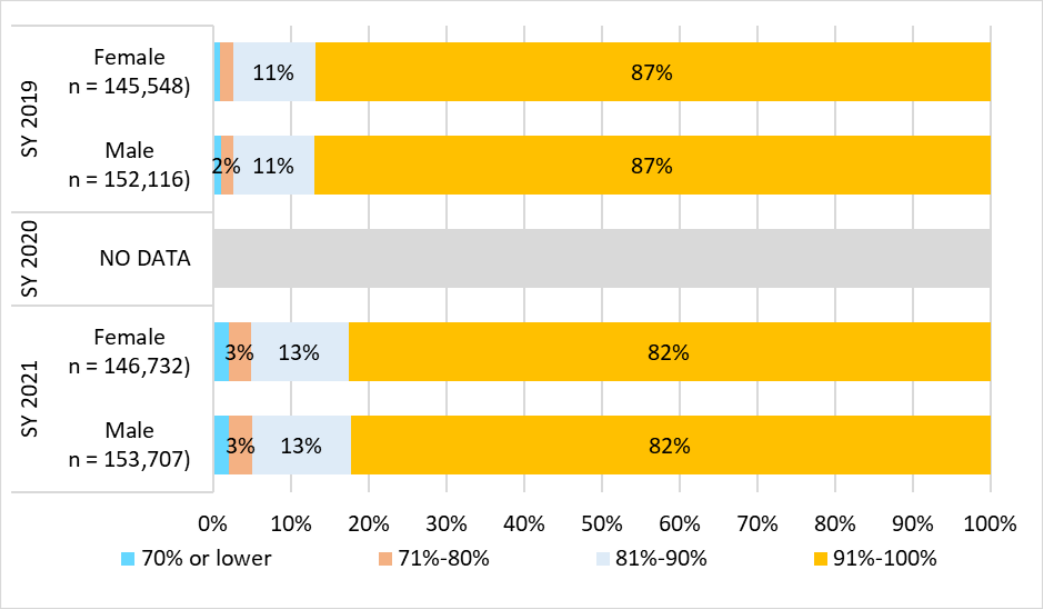


Figure 112 shows that in 2019, rural students had a 1-percentage-point lower adequate-attendance rate than students in non-rural schools. By contrast, that adequate-attendance gap reversed in 2021 when rural students' rate eclipsed non-rural students' rate by 3 percentage points, mostly because of the much larger drop among non-rural schools.

Figure 112: Student Attendance and Population Density (Rural v. Non-rural)

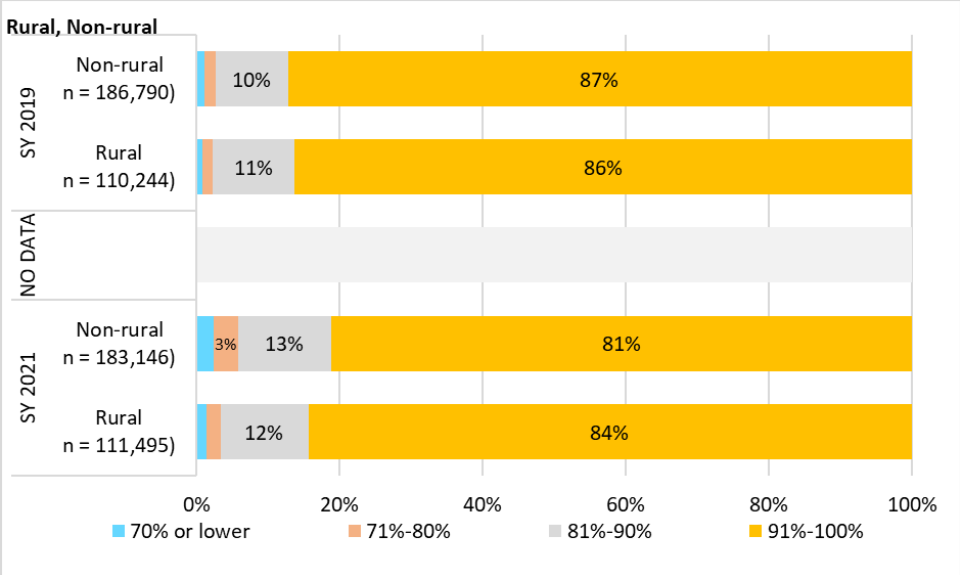
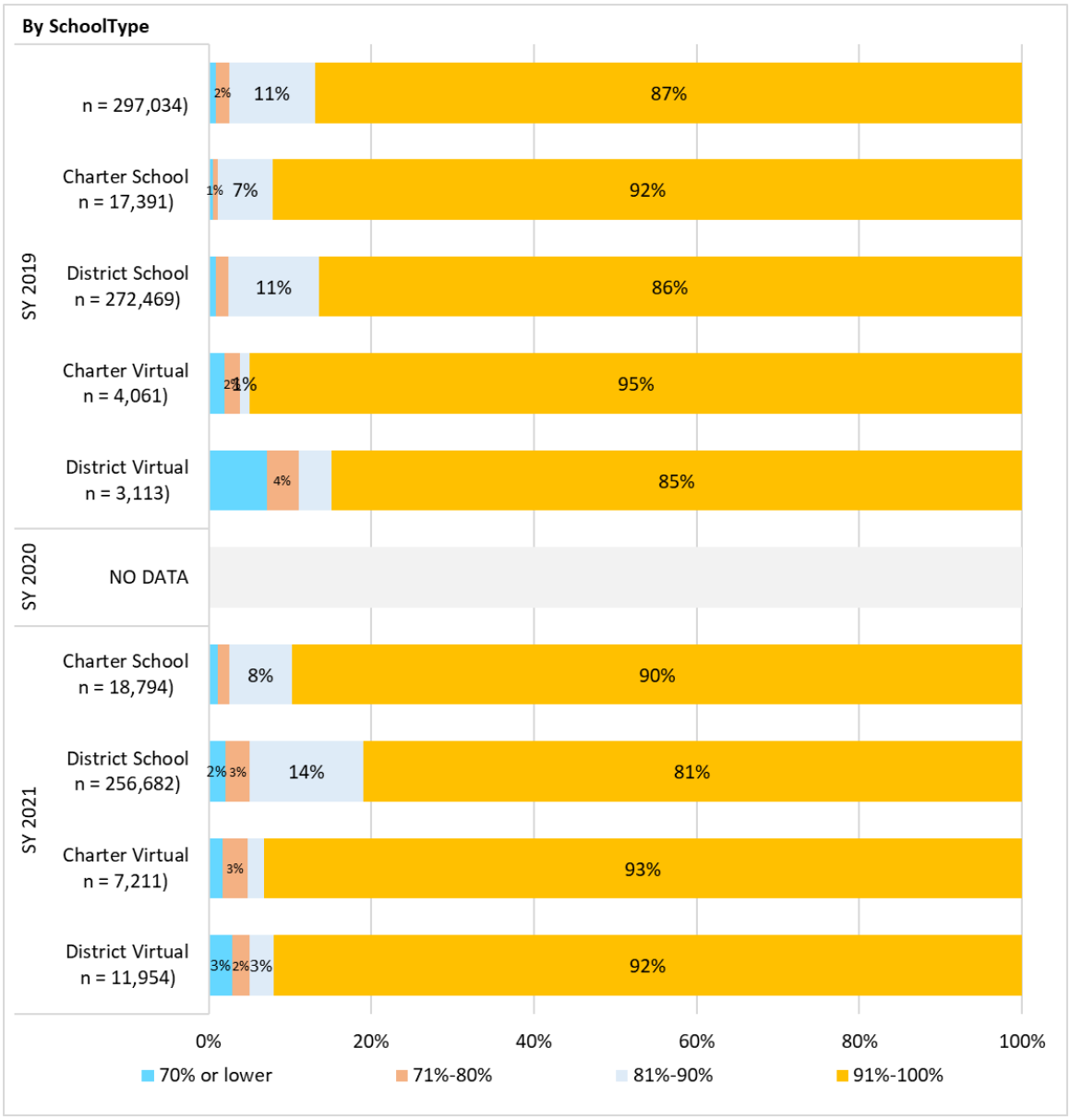


Figure 113 shows a dynamic change in the adequate-attendance gap between charter and district schools from 2019 to 2021. In 2019, charter schools' adequate-attendance proportion was higher than in district-run schools. The in-person charter schools' adequate-attendance advantage over in-person district schools increased from 2019 to 2021 by 3 percentage points, but among virtual schools, the charter-vs.-district-run gap decreased from 10 to just 1 percentage point.

Figure 113: Student Attendance and School Type

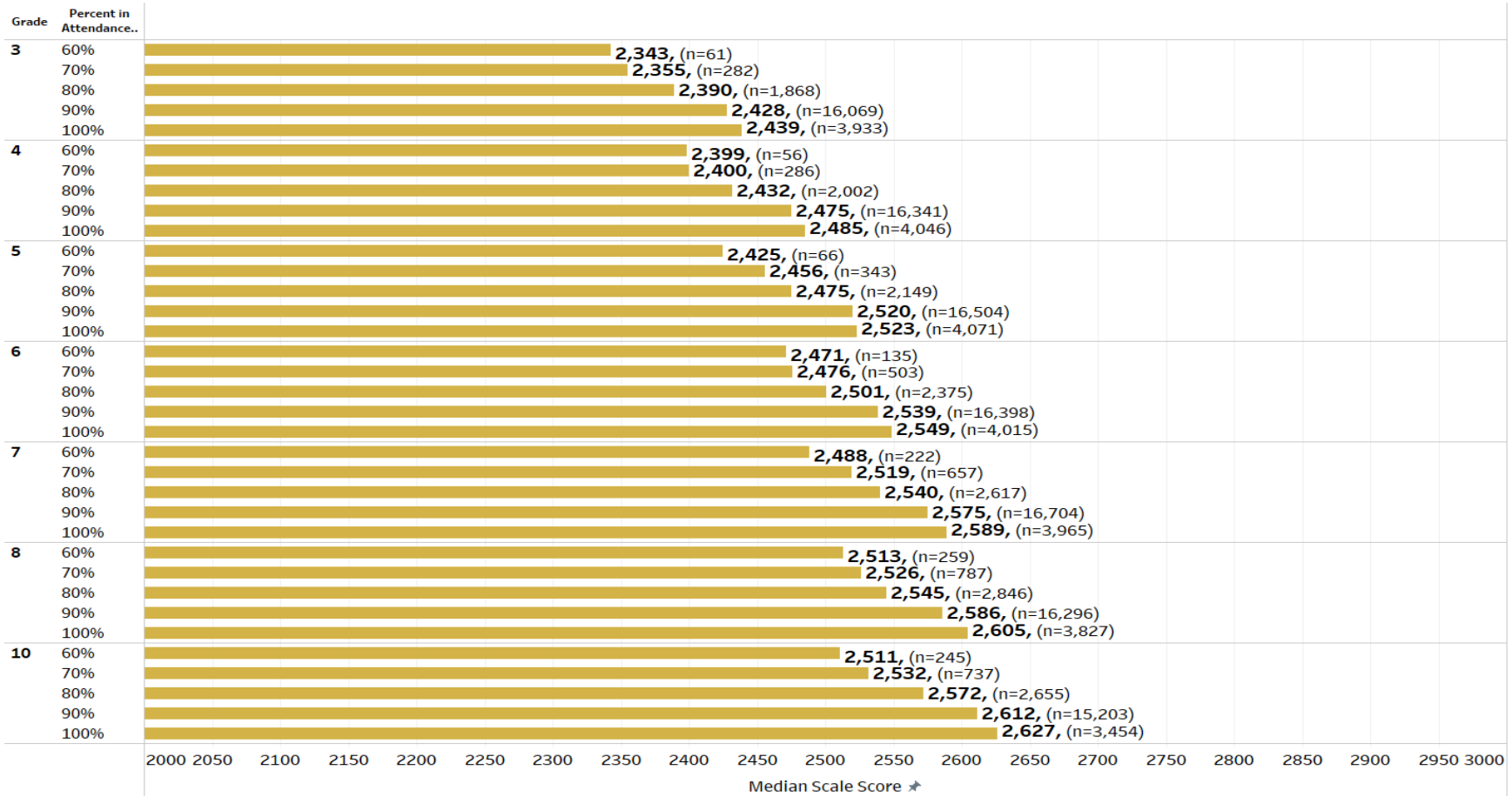


ISAT Median Scale Scores by Attendance Proportion Category

ISAT ELA and Math scores were strongly, positively correlated with attendance.

- ISAT ELA scores increased steadily by attendance level, from 70% attendance upward.
- By comparison, the performance differences between those in the bottom two attendance groups (60% and 70%) and between those in the top two groups (90% and 100%) were smaller or negligible compared to their differences from the middle (71%-80%) group. This may be a reason to consider lowering the "chronic absenteeism" cutoff of 90%, which is used by districts and is seen in the next graph.

Figure 114: 2021 ISAT ELA Median Scores by Grade and Attendance

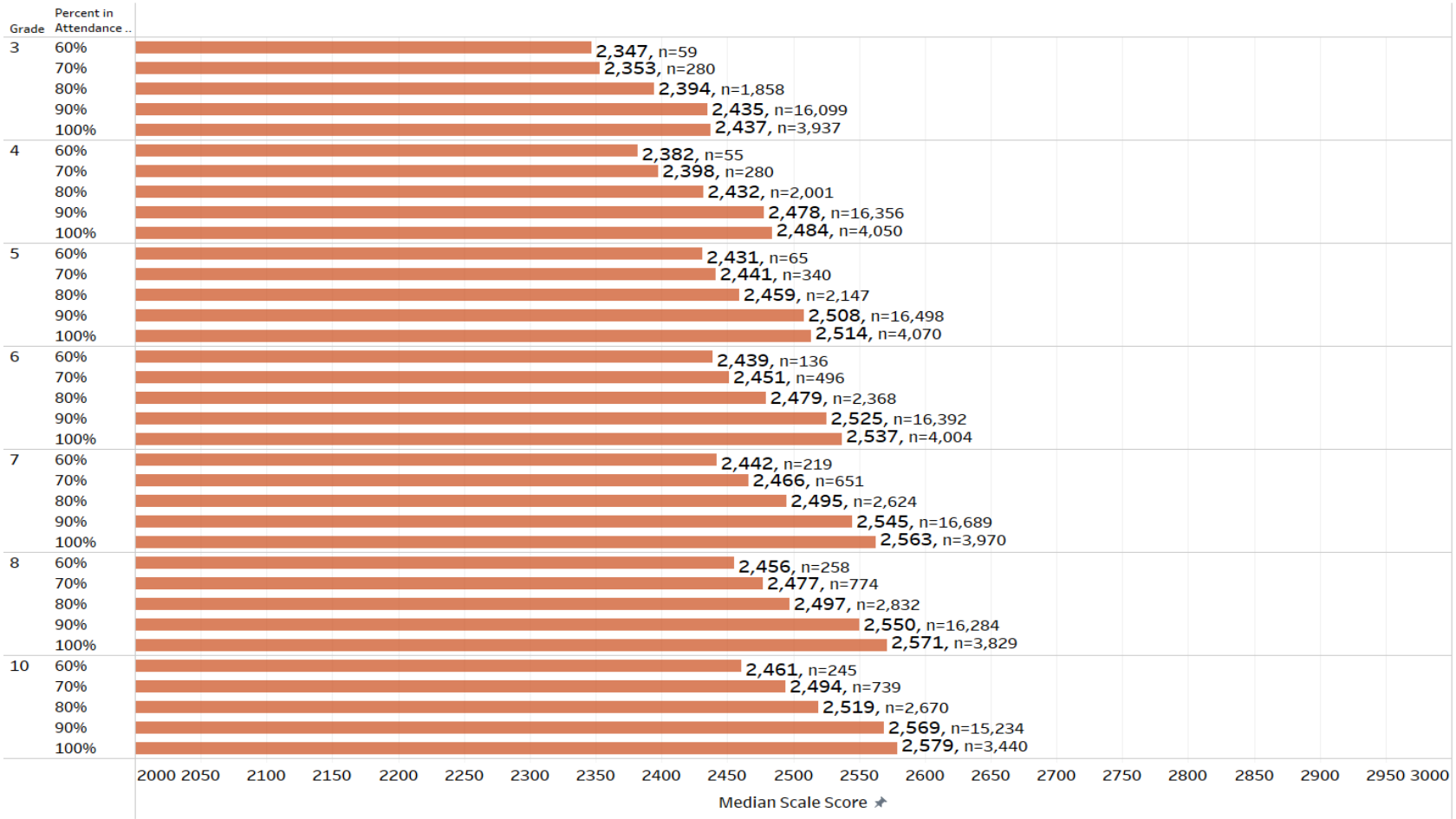


As seen in Figure 111, the pattern for ISAT Math scores resembled that for ELA scores.

ISAT Math scores were strongly, positively correlated with attendance.

- Median ISAT Math scale scores increased steadily by attendance level, from 70% attendance upward.
- The performance differences between the lowest two and the highest two were smaller than the jump to or from the middle (71%-80%) category.

Figure 115: 2021 ISAT Math Median Scores by Grade and Attendance

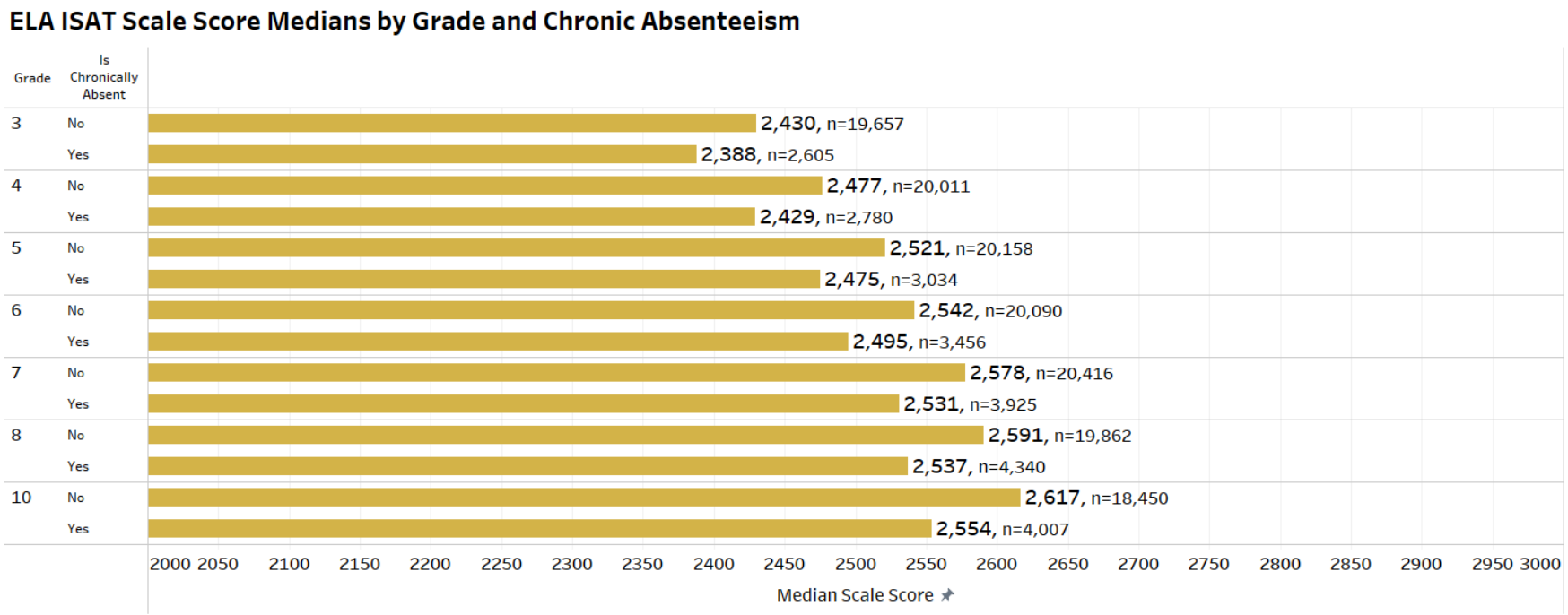


ISAT Median Scale Scores by Chronic Absenteeism Flag

Figure 116 shows that median ISAT ELA scores among Chronically Absent students ranged from 38 to 58 points, and grew larger in higher grades.

This pattern resembles that seen for the percentage-based attendance categories above: ISAT ELA scores were significantly higher among those not chronically absent than among those marked as chronically absent. The scale-score differences between absent and not absent are large, but they are smaller than the differences between the highest and lowest scores in the more finely-grained analyses of Proportion Attendance Categories presented in the prior two pages.

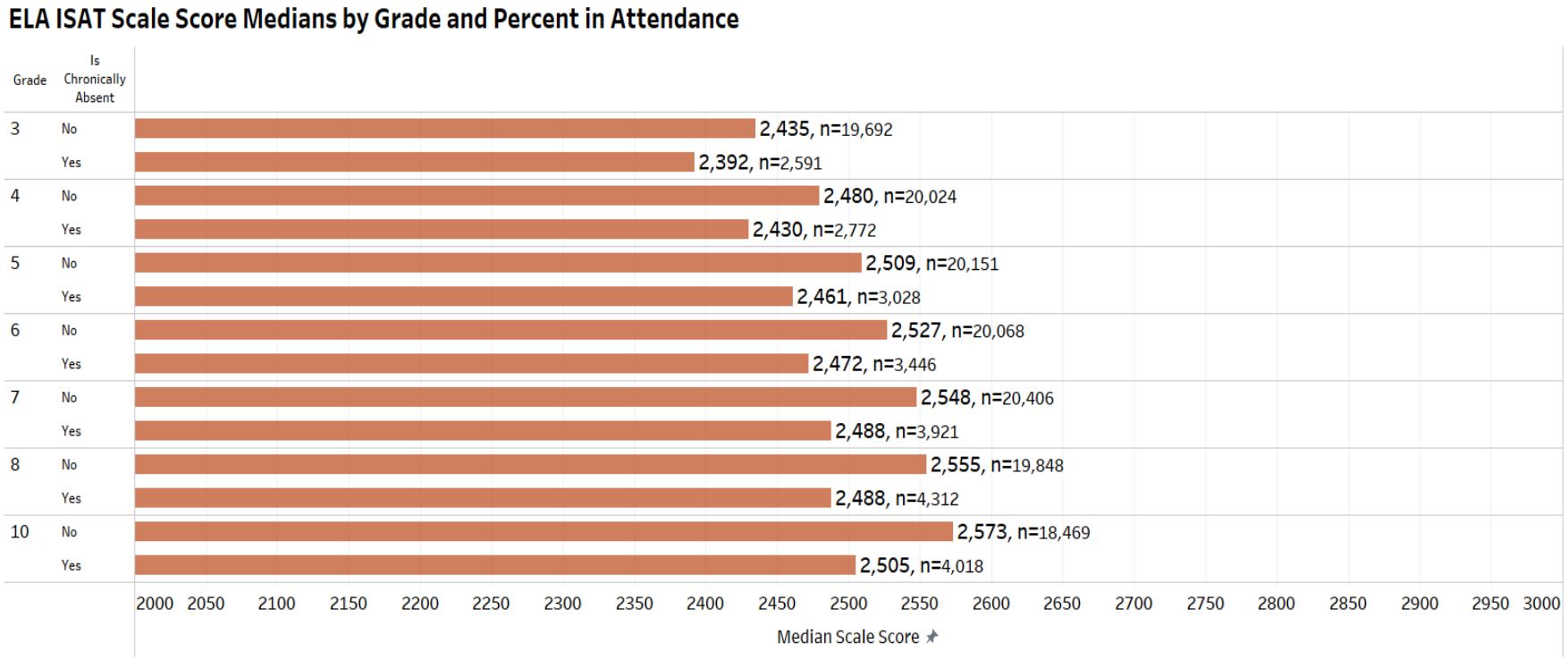
Figure 116: ISAT ELA 2021 Median Scores by Grade, Chronic Absenteeism



As seen in Figure 117:

- The pattern for ISAT Math scores resembled that for ELA scores.
- The median ISAT Math score among those flagged as chronically absent ranged from 42 to 70 points and grew larger in higher grades.

Figure 117: 2021 ISAT Math Median Scores by Grade, Chronic Absenteeism



9th-Grade Attendance Predicts 4-year Graduation Status

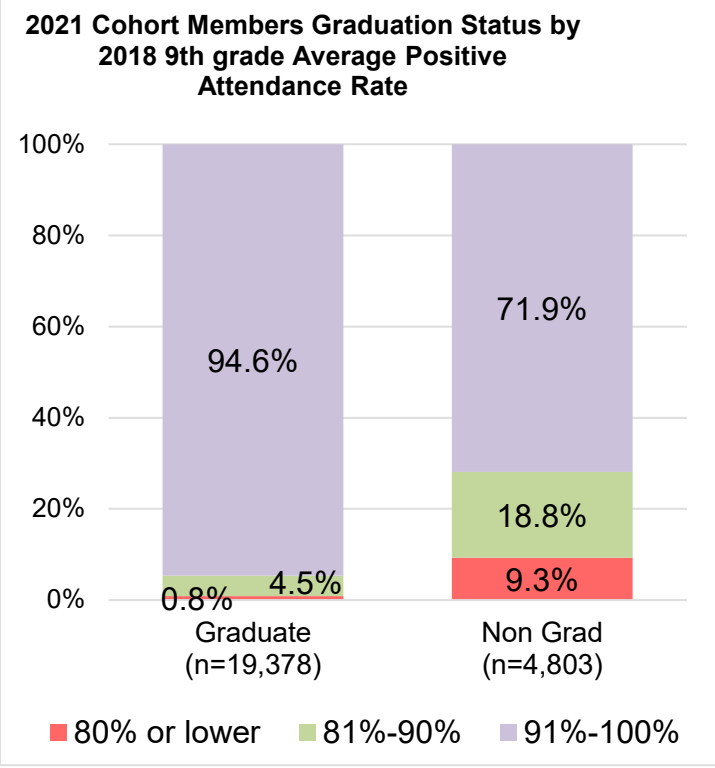
In Idaho, attendance as early as 9th grade strongly predicts likely graduation four years later, as seen in this analysis of students' 9th grade attendance in the school year 2018 and their graduation status in 2021.

Method Defining Attendance of the 9th-grade Cohort Members. If a 2021 graduation cohort member was enrolled in multiple schools in the 2017-18 school year, the highest positive attendance for the student was used.

Figure 118 shows the relationship between 9th-grade attendance and 4-year graduation. The graph excludes students who were not enrolled in an Idaho public school as of the first Friday of May of their freshman year (n=2,500). Similarly, students who transferred out to another educational program outside of Idaho LEAs that culminates in the award of a regular high school diploma, emigrated to another county, or passed away during their four cohort years (n=2,644) are also excluded. The graph shows that

- 4-year graduates of the 2021 cohort were 50% more likely to have high attendance (91%-100%) in 9th grade than were their cohort non-graduates (94.6% of graduates had highest attendance level vs. 71.9% of non-graduates).
- Non-graduates were nine times more likely than graduates (9.3% v. 0.8%) to have low attendance (80% or less).

Figure 118: 4-year Graduation Status of 2021 Cohort by their 9th-Grade Attendance



Engagement of Students, Parents, Staff

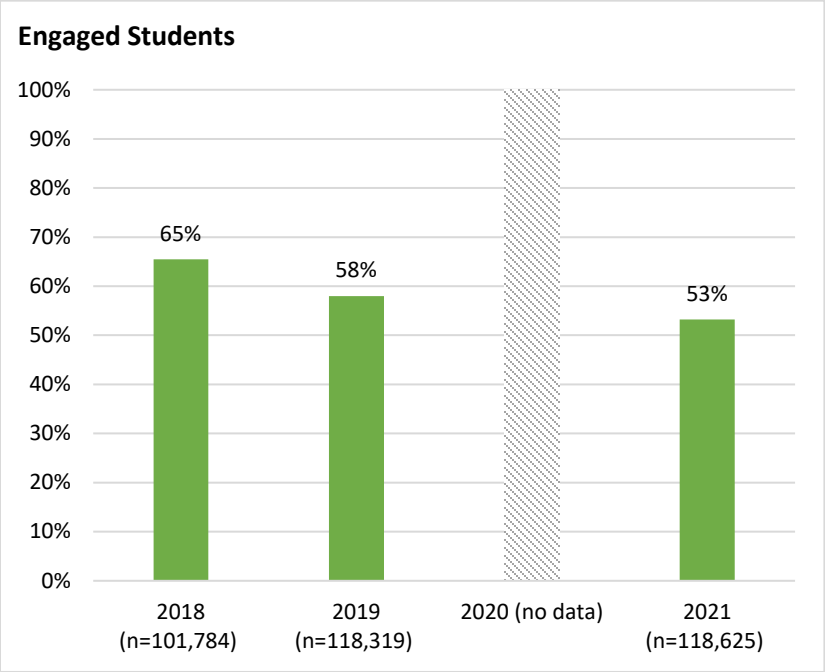
Student engagement is Idaho's measure of school quality. Each year, students complete an online survey answering questions about their thoughts, feelings, and behaviors toward school. Responses are confidential and 100% participation is encouraged, but no penalty is associated with a participation threshold.

Student Engagement Overall

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

As seen in Figure 119, student engagement in grades 3 through 8 has declined since 2018 from 65% to 53%.

Figure 119: Percentage of Engaged Students in Grades 3-8



Engagement Levels

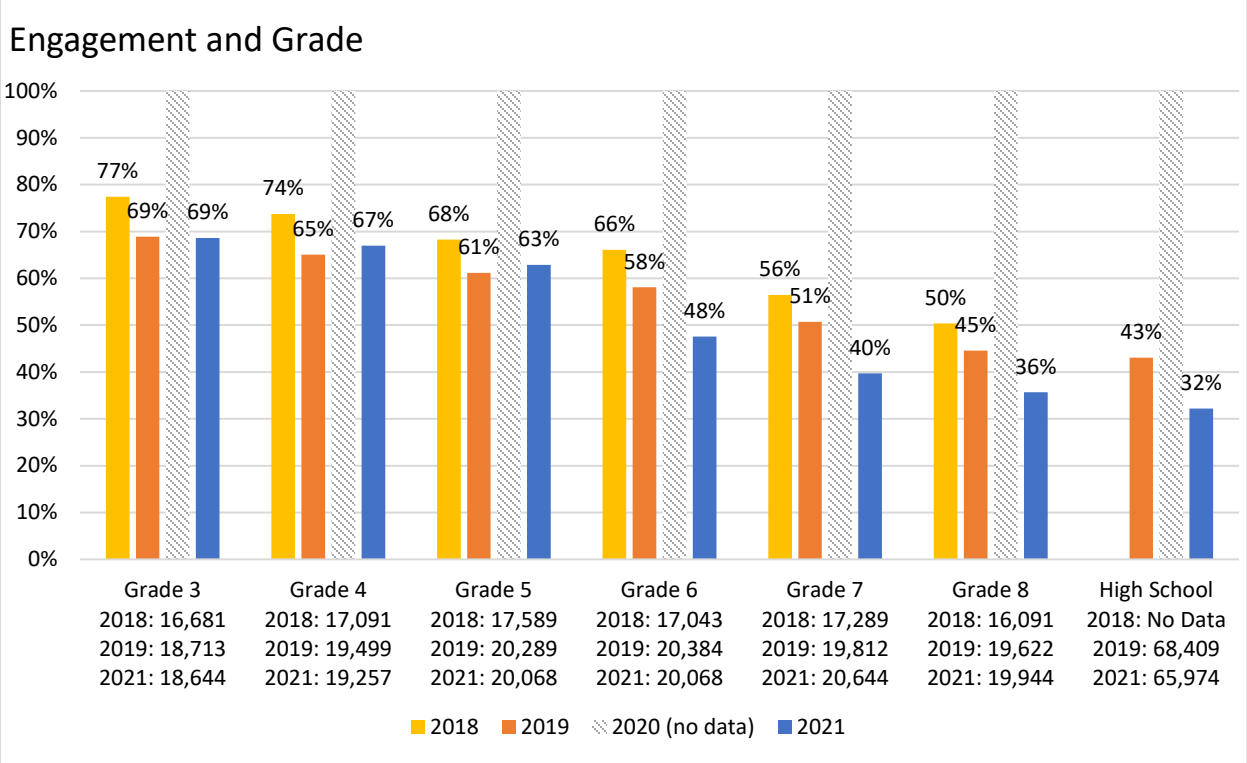
Student engagement is measured along three different domains – Cognitive, Emotional, and Behavioral. Respondents answer several questions pertaining to each domain. Responses categorize respondents per domain as "Committed," "Compliant," or "Disengaged" based on the plurality of responses in that domain. It should be noted that the Behavioral domain has six items, which means it is possible that a respondent has an even number of responses across two or more components. In these cases, the respondent is labeled as having a "mixed" engagement type.

The following graph shows the proportion "Committed" (also termed "engaged" in other graphs) across all domains.

Figure 120 shows that:

- Engagements declined per grade from 3 through 12.
- The highest engagement for all grades was in 2018.
- All grades declined in 2019.
- Only grades 6 through high school declined in engagement from 2019 to 2021.

Figure 120: Percentage of Engaged Students by Grade



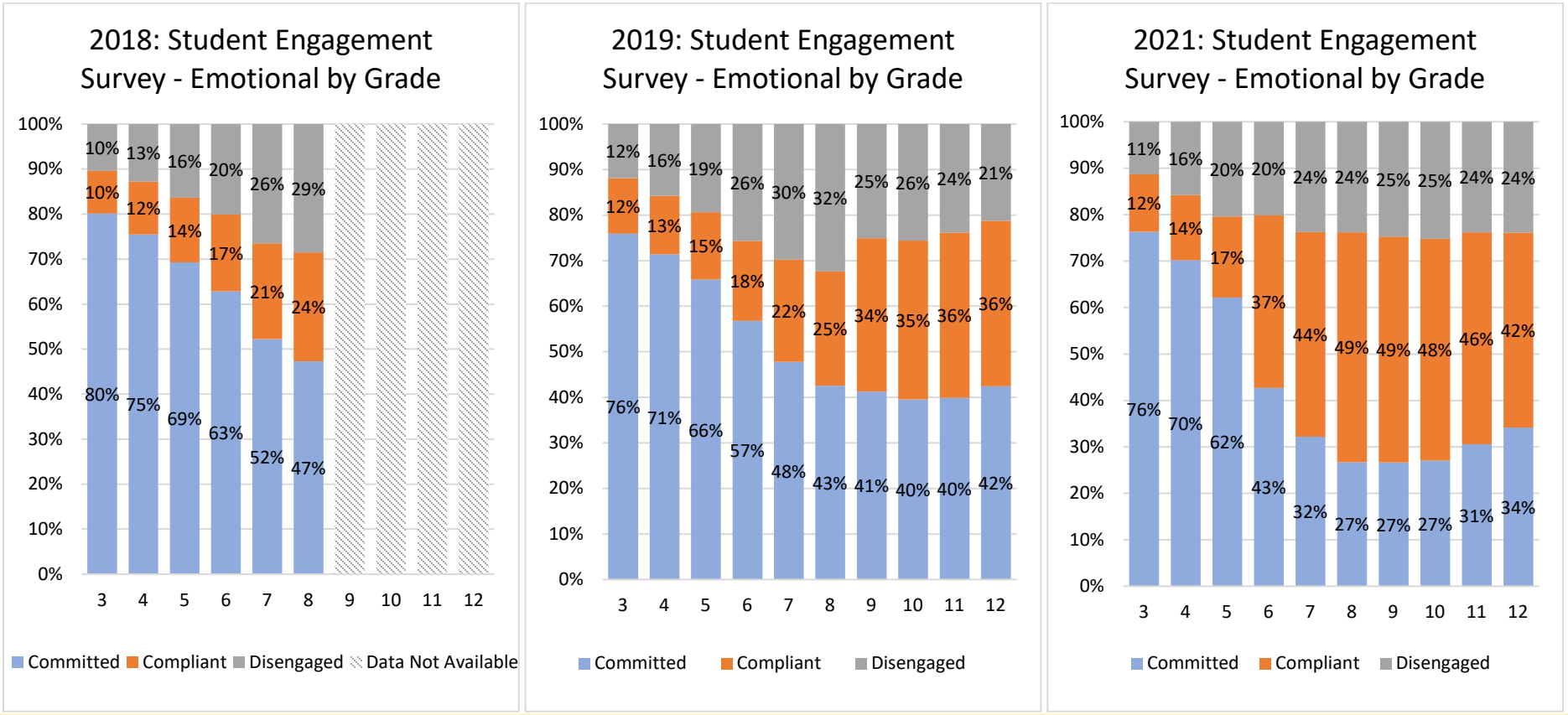
Engagement per Domain

The following graphs appear in domain-based sets, showing the proportion of students expressing each of the successively disengaged attributes, *Committed, Compliant, Disengaged.*

The following graphs show similar engagement patterns across the domains, with the greatest variations in the behavioral domain, and in 2019.

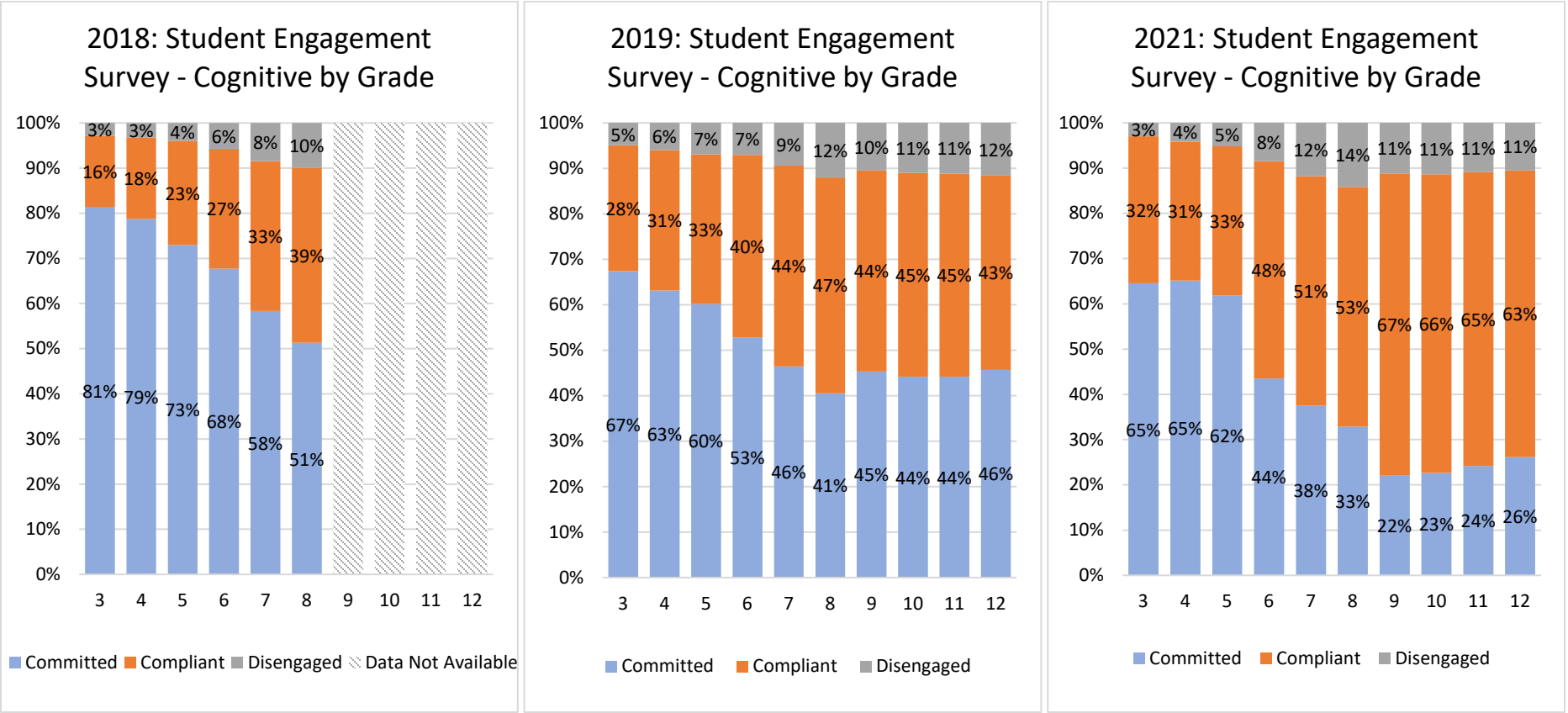
- Findings show declining engagement from early to later grades.
- They show greater Compliance in 2021 than in prior years, especially in the cognitive domain.

Figure 121: EMOTIONAL Domain Engagement Levels per Grade and Year



Note: *the counts per grade appear in Figure 120.*

Figure 122: COGNITIVE Domain Engagement Levels per Grade and Year

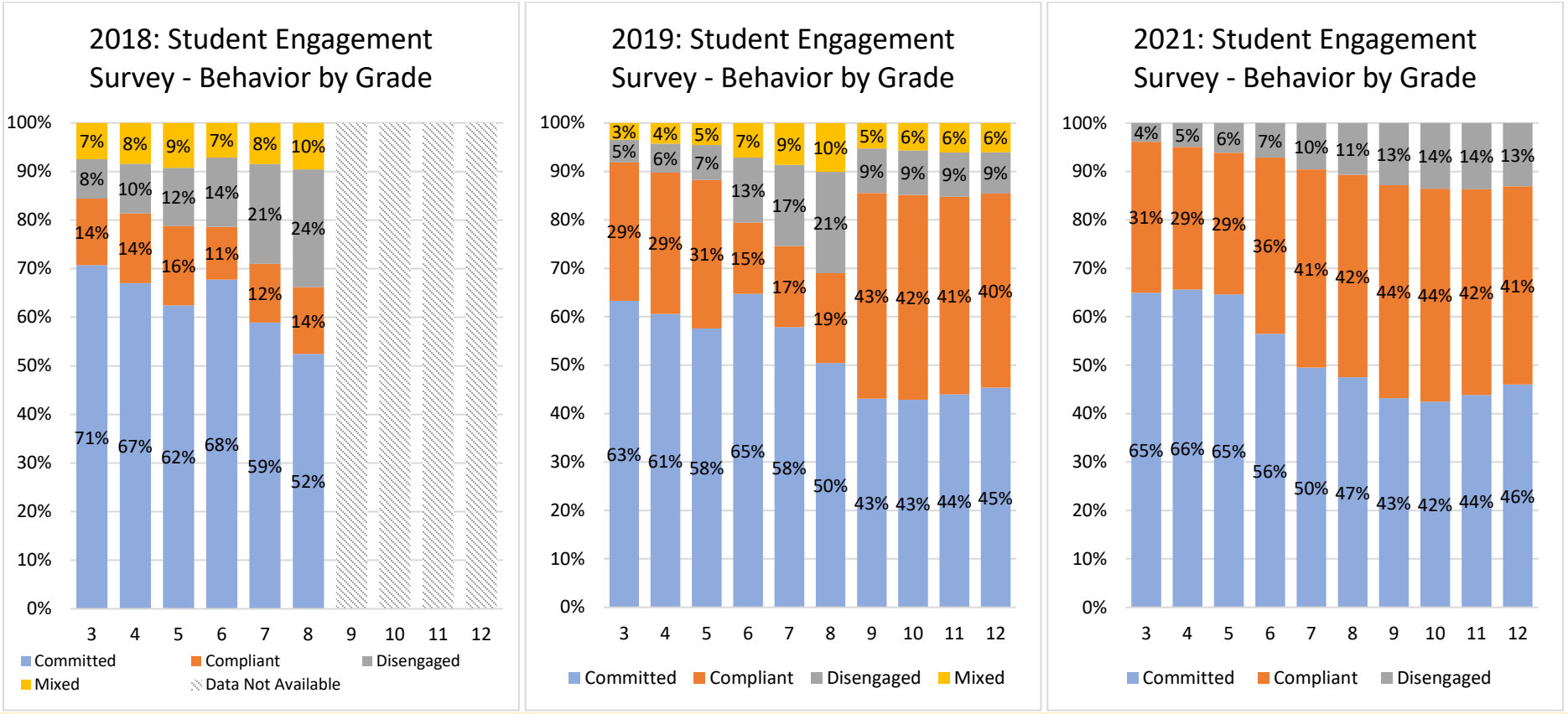


***Note**: the counts per grade appear in Figure 120.*

Figure 119 shows:

- A pattern of highest behavioral engagement in the elementary grades, with a spike in 6th grade in 2018 and 2019;
- Quite variable proportions of Compliance in 2019 compared to the other two years; and
- Relatively high proportions of Disengagement in grades 6-8 across both 2018 and 2019.

Figure 123: BEHAVIORAL Domain Engagement Levels per Grade and Year



Note: *the counts per grade appear in Figure 120.*

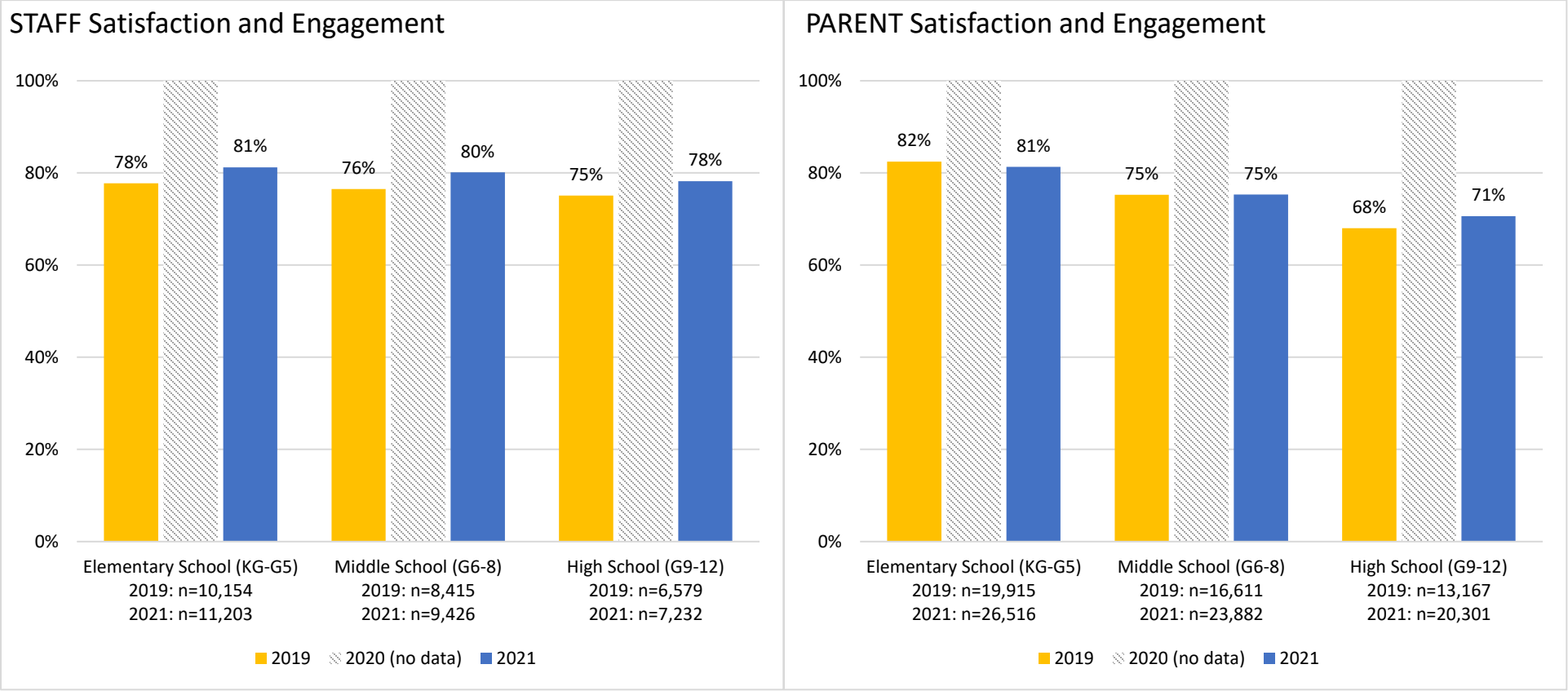
Satisfaction and Engagement of Parents and Staff

Parents and staff are encouraged to complete the surveys using an anonymous, online portal 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 124:

- Satisfaction and engagement held steady or increased slightly from 2019 to 2021 across all three school levels, for both parents and staff.
- Participation counts also increased from 2019 to 2021 among both staff and parents, in all grade levels.
- The increase from 2019 to 2021 in the numbers of parents participating was 33% for elementary schools; 43% for middle schools; and 55% for high schools.

Figure 124: Satisfaction and Engagement of Parents and Staff



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.

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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

- 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.
- Students who were enrolled in the public school system and took the IRI in 2019-20, but were not enrolled in 2020-21 and re-engaged in 2021-22. Compare performance of students who left and re-engaged to those who did not unenroll.

ISAT ELA and Math

- ISAT ELA by Claim for Grades 3 and 4 for 2019, 2021, and 2022
- ISAT Math Mean / Median Score Analysis for grades 4, 5, and 6

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

- 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.

APPENDIX B
Recommendations for Additional Analyses

- 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.

Student Enrollment

- Further research should be done to better quantify just how student populations shifted across the various school types and what this means for student outcomes (including academic and school quality variables). It is likely this will require student-level data.

- To better understand enrollment impacts, additional contextual information should be gathered, including growth trend data and demographics.