

FY 23 AOC REPORT EXECUTIVE SUMMARY

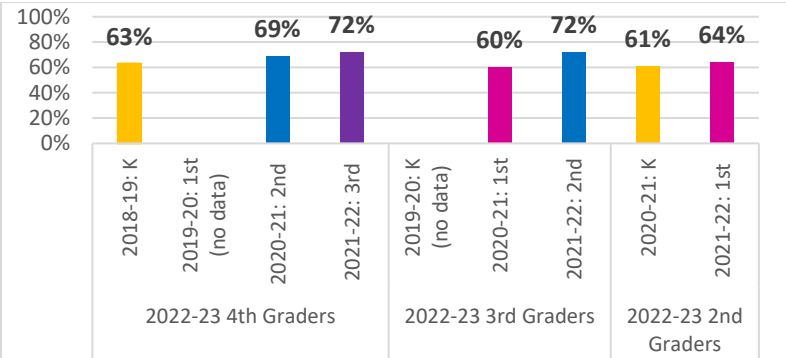
The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 23 AOC Recommendations Report, including Appendix A: 2021-2022 Student Achievement Report. Please see the full report for additional details.

Positive Findings

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

Early Literacy

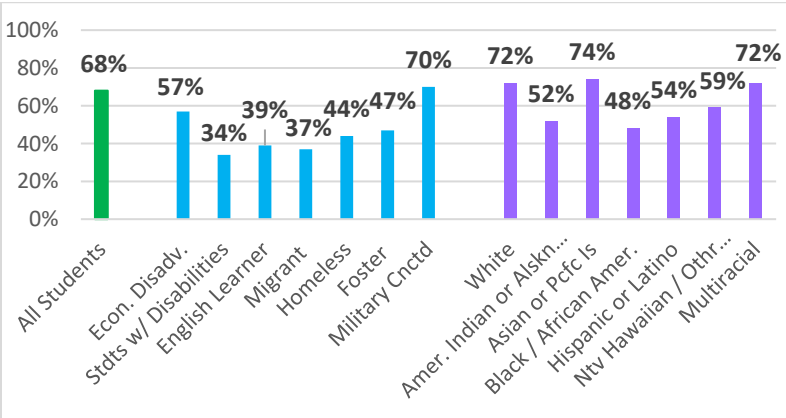
Figure 1: Spring IRI % At Grade Level, Unmatched Groups



Findings

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

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

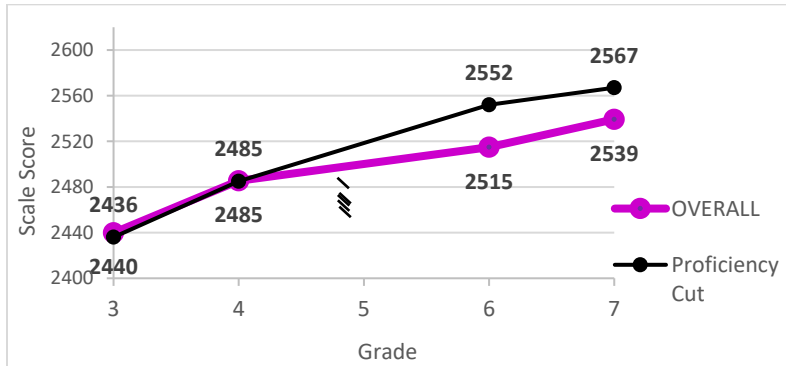


Priority Recommendation

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

Middle Grades Math

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



Findings

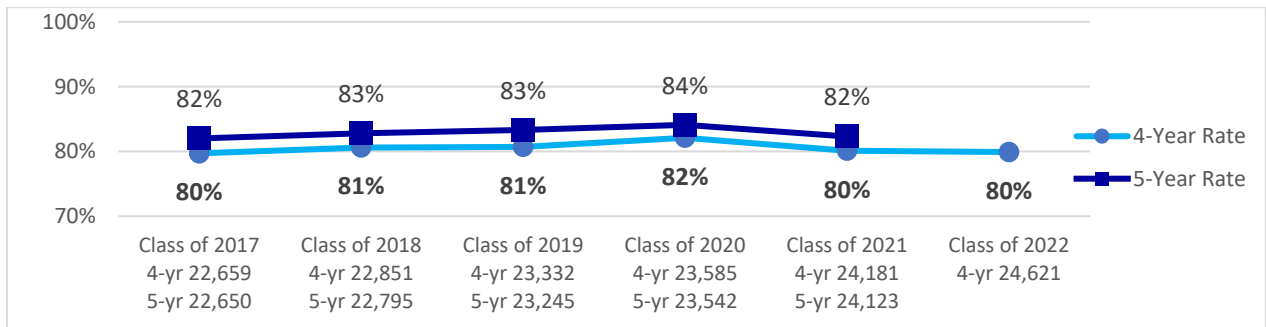
- Longitudinal data analyses reveal a divergence between expectations for students (as outlined in the academic standards and assessed via the ISAT) and student math performance after 4th grade.

Priority Recommendation

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

High School Graduation

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



Findings

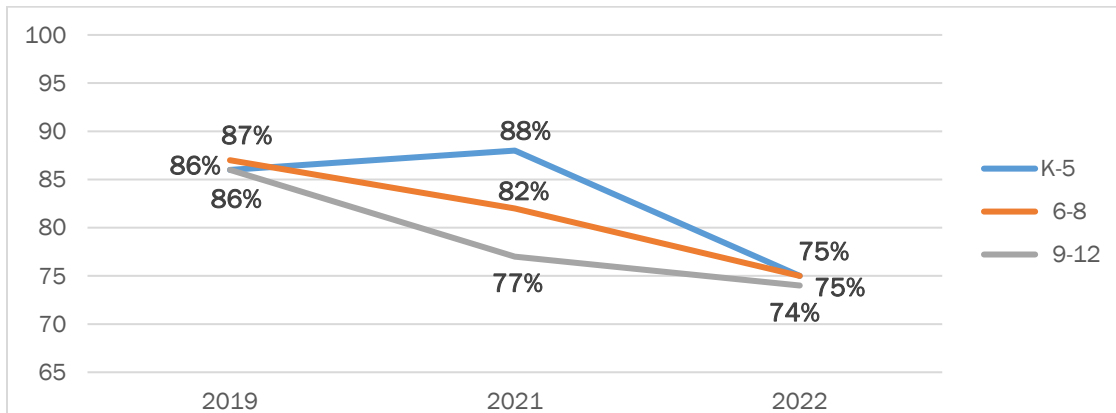
- 4 and 5 year graduation rates for all students have not increased, but instead, have remained stable for the past five years.
- As shown by additional figures in the full report (Appendix A, Figures 31-32 and 34-35), large differentials in graduation rates of subgroups remain.

Priority Recommendation

Ensure that all LEAs have established early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for identified students.

Chronic Absenteeism

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



Findings

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

Priority Recommendation

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