ACCOUNTABILITY OVERSIGHT COMMITTEE

FY 24 Recommendations Report

March 2024

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SECTION 1: INTRODUCTION

Background

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

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

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC reviews certain data in alternating years, with attention given to certain content areas each year (particularly English language arts (ELA) or math). The FY 24 report has an ELA focus.

In summer and fall 2023, the AOC, Board staff, and State Department of Education (SDE) staff agreed to continue the collaborative approach that has been used in recent years for this work. The group reviewed previously established plans regarding the data the AOC would review, and the SDE compiled the data into the 2022-2023 Student Achievement Report (Appendix A).

On January 12, 30, 31 and February 16, 2024, the AOC reviewed the data included in the 2022-2023 Student Achievement Report and began developing this report. Each data review included a time for analysis, discussion, and development of related recommendations to improve outcomes. Additionally, AOC members made suggestions regarding potential data analyses to be considered for future reports, as provided in Appendix B.

The AOC is presenting this report to the State Board of Education for consideration at the April 2024 meeting.

Report Structure

The following report is structured around key metrics of student achievement. The FY 24 report has an English Language Arts (ELA) emphasis.

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

Section 3 provides the AOC's conclusions and recommendations. The conclusions represent a summary of the AOC's data interpretations with an emphasis on points of celebration and concern. The AOC's recommendations are presented after the conclusions, split between policy recommendations for the Board and implementation recommendations for the SDE. The recommendations are further separated between short-term and long-term actions and include notes to indicate if they are ongoing recommendations (e.g., previously included in the FY 22 or FY 23 AOC Report). The conclusions presented in Section 3 are based on the AOC's full analysis of the Student Achievement Report data, as provided in Section 4.

Section 5 includes a list of AOC committee members and their affiliations.

DISCLAIMER

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

SECTION 2: EXECUTIVE SUMMARY

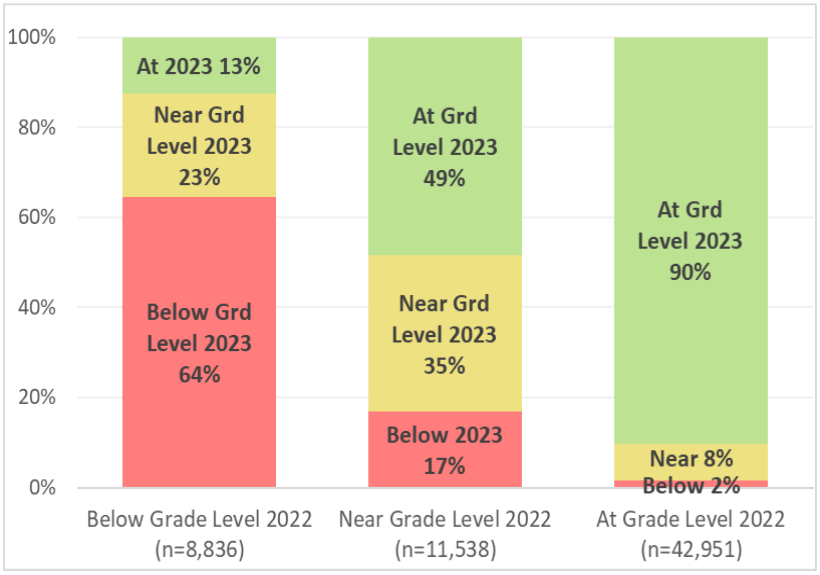
The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 24 AOC Recommendations Report, including Appendix A: 2022-2023 Student Achievement Report. Please see the full report for additional details.

Positive Findings

- After the percentage of K-3 students At Grade Level on the IRI fell to a pandemic low of 65% in 2021, the All Students K-3 group had an At Grade Level rate of 69% in 2023.
- High school ISAT ELA scores continue to improve when compared to prior years.
- Longitudinal ISAT math mean scale score data for all grades shows that while math scores were impacted by the pandemic and have not fully recovered, progress has been made.
- English Learners' performance on the English Language Proficiency Assessment shows students steadily improving over time.
- American Indians / Alaskan Natives have had a steadily increasing 5 Year Cohort Graduation Rate for the past five years; 2018: 63%; 2019: 70%; 2020: 68%; 2021: 73%; and 2022: 76%.

Early Literacy

Figure 1: IRI 2022-23 Performance Relative to 2021-22 Score



Findings

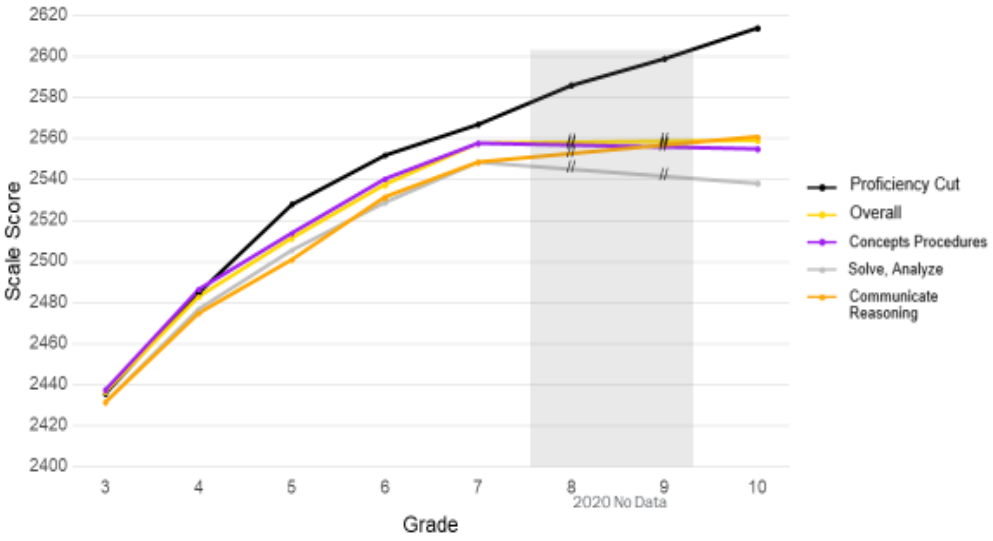
- Most Below and At Grade Level students score in the same category both years.
- There is upward movement, with 36% of students who scored Below Grade Level and 49% of Near Grade Level moving up.
- There is some downward movement of At Grade Level students and Near Grade Level students scoring in a lower category in 2023.

Priority Recommendation

Develop a growth model for the IRI that creates fall-to-spring targets at the individual student level to encourage continued growth for all students.

Middle Grades Math

Figure 2: Longitudinal Mean ISAT Math Scale Score, Composite & Claims, 2021-22 Grade 10 Matched Cohort (n=15,998)



Finding

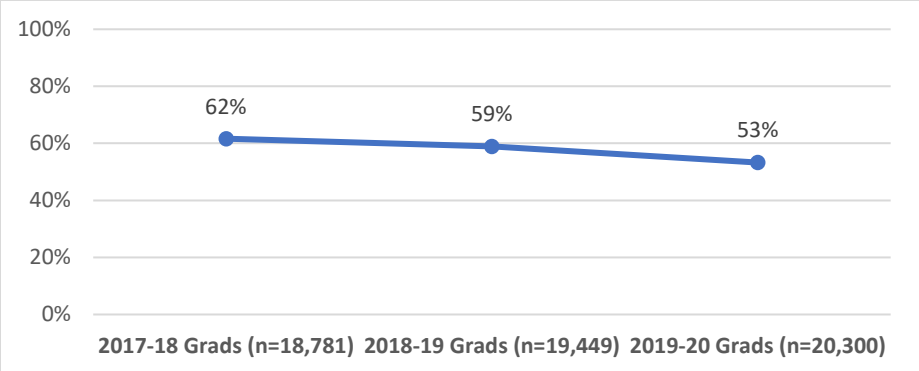
Cohort data shows performance differences between the test's sub-categories (claims), but does not allow identification of specific skills that are particularly challenging for students at certain grade levels.

Priority Recommendation

Collaborate with Smarter Balanced to create an actionable report on student performance on Idaho's Academic Content Standards for Mathematics.

High School to Postsecondary Go On Rates

Figure 3: 3 year Go On Rates, by Graduation Cohort



Finding

While the current Go On Rate data is accurate, it does not allow for a clear of understanding of what students are doing after high school, and is missing key metrics.

Priority Recommendation

In alignment with Launch and Idaho's job market, substantially expand the data reported, to include degrees and certifications completed in high school and a broader range of students' postsecondary choices.

SECTION 3: RECOMMENDATIONS

Suggestions for Reading Section 3

Before reading the following subsections, readers should look at the Associated Analysis and Associated Data lists directly under the header of each subsection. The Associated Analysis guides readers to the data analyses and interpretations found in Section 4 of this report. The Associated Data directs readers to the relevant figures, tables, and bulleted data interpretations found in the 2022-2023 Idaho State Department of Education Student Achievement Report (Appendix A). Reviewing this relevant information will prepare readers to process the conclusions and recommendations contained in each subsection. To further guide readers, the relevant SDE Student Achievement Report figures and tables are listed within the body of the following subsections so readers can quickly revisit them as they read.

Recommendations Definitions

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

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

Important Data Consideration

For all categories of data, in recent years, there was a noticeable decrease in the group (n) size for Economically Disadvantaged students. This is primarily attributable to difficulty in accurately identifying students for this category for two specific reasons. First, during the past decade or so, the number of schools identified as schoolwide Title I schools has increased. When schools are identified for schoolwide Title I, lunch is provided free for all students and families are not asked to complete free and reduced lunch forms. Second, during the pandemic (SY 2020-21 and 2021-22), free lunch was provided to all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

English Language Arts/Literacy and English Language Learning

Conclusions: Idaho Reading Indicator (IRI)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 23-27
Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 2-19, pgs. 15-31

Data Considerations:

- Idaho's vendor for the IRI, Istation, made two significant changes to the test between 2021-22 and 2022-23.
    - For 2022-23, Istation re-normed their test, which adjusted the expectations for students to be identified at a certain percentile, and therefore, to fall into each performance category (At Grade Level, Near Grade Level, Below Grade Level).
    - For 2022-23, Istation developed a continuous scale for their test, thus adjusting the scale score ranges for each performance category.

Conclusions:

- Spring 2023 At Grade Level performance for All Students (K-3) was 69%, up from the pandemic low of 65% and close to the 2019 pre-pandemic high of 70%.
    - Kindergarten and 2nd grade had 2023 performance that met or exceeded pre-pandemic levels.
    - 1st and 3rd grades have not recovered to pre-pandemic levels, which may reveal a longer-term pandemic impact. The 3rd grade At Grade Level rate hit a post-pandemic low in spring 2023.
    - Growth during 2nd grade is the greatest of any grade and accounts for most of the improvement that occurs between kindergarten and 3rd grade.
- Student subgroup performance (i.e., race/ethnicity & student group) is not comparable across school years 2021-22 and 2022-23 because of the re-norming and re-scaling of the IRI. Thus, additional years of data are needed to detect trends.
- Although Idaho is effective at advancing most K-3 students from lower to higher performance categories, some students have performance that stagnates.
    - Cohort analyses show that by spring of 2nd grade, approximately 25% of students remain Near or Below Grade Level and most do not successfully move upward during 3rd grade.
    - Cohort analyses show that the strongest IRI gains occur during 2nd grade. This could be due to any combination of the following: effective instruction, robust curricula, and alignment between instruction and the IRI. Further research on what is spurring 2nd grade growth could allow for identification of best practices.

- Year-over-year comparisons of individual student performance levels between reveal that 64% of students who scored Below Grade Level in spring 2022 remained at that level in spring 2023, while between 10-17% of students performing At Grade Level or Near Grade Level in spring 2022 fell back to a lower performance category in spring 2023.

- IRI domain analyses provide important insights into strengths and weaknesses in early literacy.
- Additional years of data are needed to determine full-time kindergarten impacts on early literacy achievement.
    - When comparing fall to spring scores in 2022-23, students in full-time kindergarten had a higher increase in the percentage of students At Grade Level (improvement in proficiency was 7 points higher than part-time kindergartners).
    - There may be differences in the type of students in full-time and part-time kindergarten, so additional demographics data is needed to conduct a deeper analysis of the data.

Conclusions: ISAT English Language Arts (ELA)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 27-29
Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 20-30, pgs. 32-46

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened blueprint with a computer adaptive test (CAT) that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. Students whose 10th grade score from the prior year (2021-22) was proficient or advanced using the 11th grade cut scores were allowed to re-use their score in 2022-23 without re-testing. It is impossible to know the impact this may have had on high school scores.

Conclusions:

- Given the blueprint changes, more years of data are needed to re-establish consistent monitoring of post-pandemic trends.
- Year-over-year high school performance is consistently improving.
- After gains of 1 to 3 percentage points across grades 3-8 in 2020-21 and 2021-22, the percentage of students scoring proficient dropped to new lows in 2023. Notably, these drops may be due to test fatigue caused by the lengthened blueprint.

- Individual student comparisons of year-over-year performance levels reveal substantial numbers of students in a given performance category one year falling into lower performance categories the following year. For example, of students who scored Proficient in 2021, 26% scored Basic or Below Basic in 2022.
    - There is some evidence, however, that Idaho can initiate and sustain solid year-over-year growth. Between 2017 and 2019, the mean scale score rose by 9 points. It is possible the pandemic disrupted this emerging upward trend and once the test blueprint is stabilized, improved performance will re-emerge.
- Performance gaps between subgroups and their reference groups remain. While the All Students group had a proficiency rate of 52% in 2023, students in most other subgroups did not have the majority score proficient or advanced.
- Cohort analyses reveal consistent group average performance at or slightly above proficiency across the grade levels both pre and post pandemic.

Conclusions: English Language Proficiency Assessment

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 29-30
Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 31-37, pgs. 47-53

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students "testing out" of the programs. As a result, the 2020-21 cohort of students was substantially different than the prior year, since higher performing students had tested out.
- Since modified exit criteria were implemented during the pandemic, it is impossible to know how much the scores in 2020-21 and future years (2021-22, 2022-23) are a result of the change in exit criteria vs. pandemic impacts.

Conclusions:

- English Learner performance consistently improves the longer they are in the program. This is a highly positive finding and should be recognized.
    - Additional research should be conducted, including comparisons to performance in other states to determine if Idaho has a standout program.
    - A case study would be beneficial to identify best practices.

Recommendations - ELA/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain the commitment to K-3 Literacy (FY 22 & FY 23 Rec).
   a. Focus on cohorts of students most impacted by the pandemic (FY 23 Rec).
   b. Continue to monitor cohorts up to grade 6 to identify if accelerated learning efforts have addressed pandemic impacts.
   c. Ensure the state's new professional development/mentoring platform has an effective mechanism for identifying and sharing best practices in K-3 Literacy (FY 23 Rec).
2. Continue systematic collection and analyses of data regarding the impact of expanded full-time kindergarten in the state (FY 23 Rec).
3. Expand partnerships with stakeholder groups committed to serving specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials (FY 22 & FY 23 Rec).

Long-term Actions

1. Based on recommendations from appropriate stakeholder groups, develop plans to reduce performance differentials between subgroups (FY 22 & FY 23 Rec).

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 domain and claim data) and use it to make instructional and curriculum decisions (FY 22 & FY 23 Rec).
   a. Support districts and schools in identifying how to use IRI and ISAT data to formulate strategic

Long-term Actions

1. Track cohorts and continue implementation support related to K-3 literacy (FY 22 Rec), with expansion to K-6 to ensure accelerated learning continues with students impacted by the pandemic (FY 23 Rec).
2. Maintain high quality professional development on literacy and use of IRI and ISAT Claim level data (FY 23 Rec).

interventions for specific student subgroups.
  - Promote use of the ISAT interims and interim data as tools to support instruction (FY 23 Rec).
  - Collect and analyze data to measure how the use of ISAT interims impacts summative assessment performance.

b. Ensure professional development is appropriately targeted and differentiated across roles (teachers, vs. administrators, etc.) (FY23 Rec).
c. Review the effectiveness of existing state literacy initiative efforts to ensure LEAs receive strong support (FY23 Rec).

2. Facilitate sharing of full-time kindergarten best practices between LEAs (FY 23 Rec).
3. In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations (FY 22 & FY 23 Rec).
4. Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize / reward them and share their strategies (FY 22 & FY 23 Rec).
5. Conduct analysis of other states EL programs to establish Idaho's relative performance standing.
   a. Identify and share best practices.

Mathematics

Conclusions: ISAT Math

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 30-31
Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 38-43, pgs. 54-62

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened blueprint for the computer adaptive portion of the test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. Students whose 10th grade score from the prior year (2021-22) was proficient or advanced using the 11th grade cut scores were allowed to re-use their score in 2022-23 without re-testing. It is impossible to know the impact this may have had on high school scores.

Conclusions:

- Given the blueprint changes, more years of data are needed to re-establish consistent monitoring of post-pandemic trends.
- Mean scale score changes show the impact of the pandemic, and though math performance has not fully recovered, steady post-pandemic improvement is clear.
- Performance trends both before and after the pandemic reveal underlying system capabilities able to produce mathematics performance improvements for the All Students group of about 3 scale score points per year.
    - These improvements are reflected in quite small changes in the percentages of students scoring basic (slightly decreased) and advanced (slightly increased).
    - There were no meaningful changes in the percentages of students who scored below basic and proficient as mean scale scores improved.
- Mathematics performance continues to deteriorate with increasing grade level. The percentage of students scoring proficient is highest in 3rd grade and lowest in high school. This pattern has been consistent for many years.
- Analysis of multiple cohorts reveals a consistent pattern of mean scale scores falling below grade level proficiency expectations after 4th grade. After 4th grade, the gap between the cohort's mean score and proficiency expectations widens.
- Performance gaps of all sizes remain between subgroups and their reference groups.

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Support the recommendations of the Math Work Group (FY 23 Rec).
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 (FY 22 & FY 23 Rec).
    a. Actively engage in the newly formed STEP group to improve coordination with Idaho's American Indian tribes and identify best practices from this work that could be used with others.

Long-term Actions

1. Develop budgets and engage with the legislature to identify and request resources and funds needed to implement the Math Work Group's long-term recommendations (FY 23 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Support the recommendations of the Math Work Group (FY 23 Rec).
2. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction (FY 20, FY 22, FY 23 Rec).
    a. Professional development needs to be embedded and connected to content (FY 22 & FY 23 Rec).
    b. Ensure professional development is appropriately differentiated by role (FY 23 Rec).
    c. Support educators in understanding and engaging their students in the depth and rigor of the math standards (FY 23 Rec).
    d. Ensure math performance data is widely shared and used (FY 23 Rec).
        – Promote use of ISAT interims and interim data as tools to support instruction.

Long-term Actions

1. With support of the Board, ensure plans are developed to implement the Math Work Group's recommendations (FY 23 Rec).
2. Work with the Board to develop budgets and engage with the legislature to develop support for providing resources and funds to implement the Math Work Group recommendations (FY 23 Rec).
3. While developing the new ISAT aligned to Idaho's updated academic content standards, work with the vendor(s) to create a plan to report computer adaptive test (CAT) and performance task (PT) scores separately.

- Use ISAT claim and target data at all appropriate levels to guide professional development and instructional changes.

3. Promote on-grade level core math instruction for all students, including students in special education, ELs & Title I (FY 23 Rec).
4. Work with appropriate vendors to gather more specific ISAT math data and improve the individual student report that goes to students and families.
   a. Work with Smarter Balanced to create a report on student performance on the Mathematics Academic Content Standards.
   b. Work with Cambium to improve the individual student reports, including adding individual student growth targets.
5. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies (FY 22 and FY 23 Rec.)

High School - Graduation and Go On Rates

Conclusions: Graduation Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 32-33
Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 44-48, pgs. 63-67

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding the students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a grade equivalency diploma (GED) or high school equivalency exam (HSE) are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

Conclusions:

- From 2017 to 2023, 4 year and 5 year graduation rates remained stable, with 4 year between 80-82% and 5 year between 82-84%.
- From 2018 to 2023, when disaggregated by race, ethnicity, and student group, 4 year and 5 year graduation rates remained stable for most groups, but substantial differences in graduation rates remained between the subgroups.
- An important exception to the relative stability of graduation rates occurred with the American Indian/Alaskan Native group. Their 4 year cohort graduation rates varied between 65% and 74% with some evidence of a small upward bias through the years. Their 5 year cohort graduation rates, however, showed a clearer upward trend: 2018: 63%; 2019: 70%; 2020: 68%; 2021: 73%; and 2022: 76%.

Conclusions: Go On Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 33-35
Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 49-54, pgs. 68-71

Data Considerations:

- The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2021-22 graduates who pursued postsecondary education in the 2022-23 school year, and the most recent 3 year Go On rates are for 2019-20 graduates who pursued opportunities in 2020-21, 2021-22, or 2022-23.

- There has been a nationwide decrease in the percentage of high school graduates pursuing higher education during and post-pandemic. The decline in Go On rates since 2018 (from 69% to 62%) has been significant.[1]

Conclusions:

- The All Students 1 year Go On rate was stable (44-46%) between 2019-20 and 2021-22.
    - Differences in 1 Year Go On rates persist between subgroups and their relevant comparison groups.
- 3 Year Go On rates for the All Students group decreased between 2017-18 and 2019-20, from 62% to 53%. However, most of this drop (6 percentage points) occurred with the 2019-20 graduates who graduated the year of the pandemic.
- More years of data (both 1 year and 3 year) are needed to understand post-pandemic Go On rates trends.
- The current Go On Rate data does not allow for a clear understanding of what students are doing after high school, as it is a combination of metrics, and is missing key data.

[1] NCES, 2023

Recommendations – High School – 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 support them in pursuing appropriate postsecondary options (FY 22 & FY 23 Rec).
2. Utilize partnerships with stakeholder groups focused on specific student subgroups to develop strategies to address differentials in graduation rates between student groups (FY 22 & FY 23 Rec.).
3. In alignment with Launch and Idaho's robust job market, substantially expand the data reported about students' postsecondary choices. At a minimum, separately report the following:
    - % of high school graduates who earned associate degrees before graduation
    - % of high school graduates who earned certificates before graduation
    - % of high school graduates who go on to pursue certificates (1 yr +)
    - % of high school graduates who enroll in an apprenticeship
    - % of high school graduates who enter the military
    - % of high school graduates who sign up for 1 yr + of service (missions, etc.)
    - % of high school graduates who go on to a community college
    - % of high school graduates who go on to a 4 year college or university

Long-term Actions

1. Engage with the SDE to collaboratively develop a dropout prevention plan (FY 22 & FY 23 Rec).
2. As a part of the SLDS / ISEE remodel, create standardized codes for: common high school courses, credit given (full, partial, incomplete), and course recovery (FY 23 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for students (FY 23 Rec).
   a. Gather evidence regarding districts' early warning systems and dropout prevention efforts. Identify best practices used within and out of state. Present research and recommendations to the Board (FY 22 Rec).
   b. Guide LEAs to leverage absenteeism data and supports as a key early warning sign for dropout prevention (FY 23 Rec).
2. Identify highly effective districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies (FY 22 & FY 23 Rec).
3. Provide outreach and professional development to LEAs to support the Board's efforts to report more diverse data about students' postsecondary choices.

Long-term Actions

1. Implement the dropout prevention plan, as collaboratively developed by Board and SDE (FY 22 & FY 23 Rec).

Enrollment and Attendance

Conclusions: Enrollment

Associated Analysis: AOC Recommendations Report, Section 4, pg. 35
Associated Data: 2022-2023 Student Achievement Report (App. A), Figure 1, pg. 14

Conclusions

- Enrollment dipped during the 2020-21 school year, likely due to the pandemic and multiple modes of instruction (in-person, remote, hybrid).
- Annual enrollment increases in Idaho appear to have resumed post-pandemic, although at a lower growth rate.

Conclusions: Attendance

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 35-36
Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 55-56, pgs. 72-74

Attendance Definitions

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

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

Data Considerations

- The definition of "chronically absent" and "severely chronically absent" include absences for any reason, including excused absences (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 2020-21 and 2021-22 likely includes students who would not have had similar absenteeism pre-pandemic.
    - Anecdotal information received by AOC members and Board and SDE staff indicates that some districts and schools made policies regarding student attendance while sick stricter (requiring no fever, etc.,) during and after the pandemic, which could lead to additional absences related to illness.
    - The correlation between absenteeism and performance may be lower during and coming out of the pandemic than at other times, since the group of students

experiencing absences could include higher performing students who are more likely to maintain proficiency despite their absences.

Conclusions

- Rates of chronic absenteeism and severe chronic absenteeism were highest in 2021-22 (25%), but improved modestly in 2022-23 (20%). Additional years of data are needed to determine if this is the beginning of a trend of improved attendance post pandemic.
- Except for 2020-21, rates of chronic absenteeism and severe chronic absenteeism exhibit little variability across grade level bands (i.e., K-5, 6-8, & 9-12). Thus, efforts to address absenteeism are needed across all grades. However, the resources and strategies chosen should be tailored to the specific challenges of each age group.

Recommendations – Enrollment and Attendance

Policy Recommendations – State Board of Education

Short-term Actions

1. Research a valid and reliable metric to identify students facing economic disadvantage, ensuring the data gathering process is consistent and manageable for LEAs (FY 23 Rec).
2. Continue support for the Attendance Works framework (FY 23 Rec).
3. Work to ensure all parties (Board, SDE, LEAs) understand and use common terminology and measures related to attendance and absenteeism (FY 23 Rec).

Long-term Actions

1. Once a new way of identifying students facing economic disadvantage is identified, integrate the data gathering into the SLDS / ISEE remodel.
2. Develop budget plans that address sustainability of funding to LEAs for implementing strategies to reduce chronic absenteeism in alignment with the Attendance Works model (FY 22 & FY 23 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Work with the Board to find a valid and reliable metric to identify students facing economic disadvantage (FY 23 Rec).
2. Provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and recommend Attendance Works strategies to improve attendance (FY 22 & FY 23 Rec).

Long-term Actions

1. Implement an updated collection process for economic disadvantage data and ensure LEAS understand the collection process (FY 23 Rec).
2. Work with the Board to support development of budgets to sustain funding to LEAs for implementation of strategies to reduce chronic absenteeism in alignment with the Attendance Works model (FY 22 & FY 23 Rec).

3. Collaborate with stakeholder groups to build awareness and knowledge of the inclusion of chronic absenteeism in the state's accountability framework and the strategies outlined in the Attendance Works model (FY 22 & FY 23 Rec).

SECTION 4: DATA ANALYSIS

Important Data Consideration

For all categories of data, in recent years, there was a noticeable decrease in the group (n) size for Economically Disadvantaged students. This is primarily attributable to difficulty in accurately identifying students for this category for two specific reasons. First, during the past decade or so, the number of schools identified for schoolwide Title I schools has increased. When schools are identified for schoolwide Title I, lunch is provided free for all students and families are not asked to complete free and reduced lunch forms. Second, during the pandemic (SY 2020-21 and 2021-22), free lunch was provided to all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

English Language Arts/Literacy

Data Analysis: Idaho Reading Indicator (IRI)

Data Considerations:

- Idaho's vendor for the IRI, Istation, made two significant changes to the test between 2021-22 and 2022-23.
    - For 2022-23, Istation re-normed their test, which adjusted the expectations for students to be identified at a certain percentile, and therefore, to fall into each performance category (At Grade Level, Near Grade Level, Below Grade Level).
    - For 2022-23, Istation developed a continuous scale for their test, thus adjusting the scale score ranges for each performance category.

IRI – Composite Scores

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 2-10, pgs. 16-24

Data Analysis

- When comparing across years on the same set of norms (i.e., the old norms used by Istation through 2021-22), spring 2018-19 (pre-pandemic) set the high of 70% of All Students K-3 performing At Grade Level, and spring 2020-21 set a low of 65%. After achieving 68% in spring 2021-22, performance increase slightly in spring 2022-23 to 69%. Please note that spring 2023 performance decreased to 66% At Grade Level when looking at results from the re-norming (fig. 2, pg. 16).

- Post-pandemic recovery varies by grade level (old norms, fig. 3, pg. 17)
    - As off 2022-23, kindergarten spring At Grade Level performance recovered all pandemic losses (2 percentage points) and exceeded the grade's previous high performance (pre-pandemic, 63%) reaching a new high of 66%.
    - By 2022-23, 2nd grade At Grade Level performance recovered all pandemic losses (6 percentage points) and matched the pre-pandemic high of 75%.
    - 1st and 3rd grade have not recovered to pre-pandemic highs. After gaining 2 to 4 percentage points in 2021-22, both grades had decreased performance (by 2 to 3 points) in 2022-23.
- Student subgroup performance is not comparable across school years 2021-22 and 2022-23 because of the re-norming and re-scaling of the IRI. Thus, additional years of data are needed to detect trends (figs. 4-6, pgs. 18-20).
- Comparing the performance category a student is in spring of one year to the performance category the student is in the following spring (figs 7-8, pgs. 21-22) reveals:
    - 36-40% of students who scored Below Grade Level in the spring of one year moved higher into Near Grade Level or At Grade Level performance in the following year. However, 60-64% of these students remained Below Grade Level the following spring.
    - Approximately 50% of students who scored Near Grade Level in the spring of one year moved higher into At Grade Level performance the following spring. 35% remained at Near Grade Level the following spring, while 14-17% dropped into Below Grade Level performance.
    - 90% of students performing At Grade Level in spring of one year remained At Grade Level the following spring, while 10% dropped into Near Grade Level and Below Grade Level performance.
- 2023 Grade 2 and 2023 Grade 3 cohort analyses reveal similar patterns of longitudinal performance (figs. 9-10, pgs. 23-24).
    - Although increases in the number of students At Grade Level occurred each year, the largest increases (11 and 13 percentage points) occurred when students were in Grade 2.
    - Although decreases in the number of students performing Near Grade Level occurred each year, the largest decreases (9 percentage points for each cohort) occurred when students were in Grade 2.
    - Below Grade Level performance decreased each year but to a lesser degree when compared to Near Grade Level decreases.

IRI – Domain Scores

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 11-17, pgs. 25-29

What the IRI Domains Measure[2]

- ✓ Text Fluency: The Text Fluency subtest measures the ability to read text accurately with meaning in a specified period of time.
- ✓ Vocabulary: The Vocabulary subtest measures knowledge of word meanings by identifying pictures, synonyms, and definitions.
- ✓ Letter Knowledge: The Letter Knowledge subtest measures the ability to identify the symbol for a letter's name and its sound.
- ✓ Phonemic Awareness: The Phonemic Awareness subtest measures the ability to recognize the beginning sound of a word presented orally and to blend phonemes (the smallest spoken parts of language) into a word.
- ✓ Spelling: The Spelling subtest measures the ability to apply Letter Knowledge and Alphabetic Decoding skills to correctly spell words.
- ✓ Reading Comprehension: The Reading Comprehension subtest measures the ability to read and understand text.
- ✓ Listening Comprehension: The Listening Comprehension subtest measures the ability to listen to and understand grade-level sentences and paragraphs.
- ✓ Alphabetic Decoding: The Alphabetic Decoding subtest measures the ability to apply Letter Knowledge skills to identify non-words presented by the narrator.

Data Analysis

- ➢ Text Fluency Domain (fig. 11, pg. 25): 2nd grade demonstrated strong fall to spring growth in the percentage of students At Grade Level on this domain. 3rd grade did not have the same trend, as fall and spring scores were similar.
- ➢ Vocabulary Domain (fig. 12, pg. 26): Kindergarten showed no improvement in percent At Grade Level from fall 2022 to spring 2023, while 1st grade achieved a 3 percentage point gain, and 2nd and 3rd grades had 8 percentage point gains.
- ➢ Letter Knowledge Domain (fig. 13, pg. 27): Kindergarten At Grade Level performance increased 20 percentage points fall to spring, and the percentage of students performing Below Grade Level fell from 29% in the fall to 13% in the spring.
    - Most 1st grade students are not administered this domain test because they scored high enough in kindergarten to "test out." Thus, only the lowest performing kindergarteners in spring are administered this test in the fall of 1st

[2] Istation, n.d.

grade, so the percentage of students scoring At Grade Level will be lower than the Kindergarten results.

- Phonemic Awareness Domain (fig. 14, pg. 27): Kindergarten At Grade Level performance increased 19 percentage points fall to spring, and the percentage of students performing Below Grade Level fell from 25% in the fall to 16% in the spring.
    - This is an additional domain that is primarily for kindergarten students, with most 1st grade students not tested because they scored high enough in kindergarten to "test out." Thus, only the lowest performing kindergarteners in spring are administered this test in the fall of 1st grade, so the percentage of students scoring At Grade Level will be lower than the Kindergarten results.
- Spelling Domain (fig. 14, pg. 28): 1st grade At Grade Level performance improved 1 percentage point fall 2022 to spring 2023. 2nd grade gained 14 percentage points and 3rd grade gained 7 percentage points.
- Comprehension Domain (fig. 15, pg. 29): 57% of 1st graders, 68% of 2nd graders, and 70% of 3rd graders in spring 2023 performed At Grade Level.
- Listening Comprehension Domain (fig. 16, pg. 29): Kindergarten At Grade Level performance increased 5 percentage points from fall 2022 to spring 2023. The percentage performing Near Grade Level decreased by 4 percentage points and Below Grade Level decreased by 1 percentage point.
- Alphabetic Decoding Domain (fig. 17, pg. 29): The percentage of 1st graders At Grade Level increased 10 percentage points from 50% in fall 2022 to 60% in spring 2023, while the percentage Below Grade Level decreased by 9 percentage points.
    - Given the number of 1st graders who did not score At Grade Level on this important skill in spring 2022-23, continued monitoring should be considered.

IRI – Full-time vs. Part-time Kindergarten

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 18-19, pgs. 30-31

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.

Data Considerations

- It is important to note that due to changes in funding, there was a significant increase in the number of LEAs offering full-time kindergarten to some or all of their students free of charge. Thus, there are population differences between 2021-22 and 2022-23, so comparisons across years should be done cautiously, as additional years of data are needed to understand the difference in performance between full-time kindergartners and their part-time peers.

Data Analysis

- As of 2023, 77% of kindergarteners were full time. This is up from 38% in 2020. Additionally, between 2022 and 2023 there was a 27 percentage point increase in the percentage of full-time kindergarteners (fig. 18, pg. 30).
- Data from 2021-22 and 2022-23 appears to show that full-time kindergarten is more effective at increasing the percentage of students At Grade Level between the fall and spring administrations of the IRI.
    - During 2022-23, there was a 25 percentage point increase from fall to spring in the percentage of full-time kindergarten students who scored At Grade Level and an 18 point increase for part-time kindergarteners. This is a 7 percentage point difference in favor of full-time kindergarten (fig. 19, pg. 31).
    - In 2021-22, when 50% of kindergartners were full-time, the fall-to-spring growth in the percentage of full-time kindergartners scoring At Grade Level was 10 percentage points higher than their part-time kindergarten peers.

Data Analysis: Idaho Standards Achievement Test (ISAT) ELA

ISAT ELA

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 20-30, pgs. 32-46

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (SY 2020-21 and 2021-22), Idaho used a shortened blueprint with a computer adaptive test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact. Thus, when longitudinal comparisons are made in this report, 2021-22 data is the last year considered since 2023-24 data is needed to provide context to the 2022-23 scores.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. Students whose 10th grade score from the prior year (2021-22) was proficient or advanced using the 11th grade cut scores were allowed to re-use their score in 2022-23

without re-testing. It is impossible to know the impact this may have had on high school scores.

Data Analysis

- Proficiency rates for the All Students (grades 3-8 and 11 combined), individual grade levels (grades 3-8), and the majority of student groups decreased in 2023 (as compared to 2022). However, these year-over-year decreases may be due to test fatigue caused by the increased length of the 2023 assessment. Thus, additional years of data, particularly with the return to the shortened blueprint in 2023-24, are needed to understand long-term trends (figs. 20-24, pgs. 34-38).
- The High School (grade 11) Total Proficient rate increased 3 percentage points in 2023 (fig. 21, pg. 35). It is impossible to know if this was impacted by the test's shift from grade 10 to grade 11.
    - Prior to 2023, the high school proficiency rate had increased 1 percentage point per year since 2019. The 3 point jump in 2023 might be an acceleration of that trend, but if so, the cause is not known at this time.
- Substantial achievement differences between racial and ethnic subgroups remained and showed no evidence of decreasing (fig. 22, pg. 36).
    - For example, the percentage of Hispanic/Latin students scoring Basic or Below Basic has ranged between 62% to 66% since 2019. The same statistic for Whites is 39% to 43%. American Indian/Alaskan Native and Black/African American subgroups have even larger differences between them and Whites.
- Except for Female, Male, and Students of Military Families, large achievement differentials remain between student subgroups and their reference groups. These subgroups include special education, English Learners (EL), migrant, homeless, foster, etc. (figs. 23-24, pgs. 37-38).
- Analyses of year-over-year movement of individual students between performance levels reveal underlying challenges with ensuring all students progress one academic year or more between testing years (fig. 26, pg. 40).
    - 65% of students who scored Below Basic in 2021 scored in the same category in 2022.
    - 22% of students who scored Basic in 2021 scored Below Basic in 2022.
    - By 2022, 26% of the 2021 Proficient students had fallen back into Basic or Below Basic, and 35% of Advanced students had fallen one or more categories.
- From 2017-18 to 2019-20, the ISAT ELA mean scale score rose from 2516 to a pre-pandemic high of 2525. After the mean scale score dropped 2 points to 2523 in 2020-21, the score recovered to 2525 in 2021-22. However, in 2022-23 the mean scale score dropped 5 points to 2520, the level it was at in 2018. It is likely this drop was caused by

the change in the test blueprint, but additional years of data are needed (fig. 28, pgs. 42-43).

- Cohort analyses reveal consistent group average performance at or slightly above proficiency across the grade levels both pre- and post-pandemic (fig. 29-30, pgs. 44-46).
- 8th grade cohort differences across claim scores were relatively stable until 6th grade and then during 7th grade all the claim scores converged into consistent performance at or above the proficiency cut score. The convergence eliminated or reduced the historical differences across claim scores. All claim scores then decreased in unison in 2023 (fig. 30, pg. 46). Similar patterns in other cohorts were found in previous analyses.
    - Please note that these interpretations are based on visualizing patterns of lines in figures. Therefore, more in-depth and sophisticated statistical analyses of these patterns are needed to verify that they exist and measure their magnitude.

Data Analysis: English Language Proficiency Assessment (ELPA)

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 31-37, pgs. 47-53

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students "testing out" of the programs. As a result, the 2020-21 cohort of students was substantially different than the prior year since higher performing students had tested out.
- Since modified exit criteria were implemented during the pandemic, it is impossible to know how much the scores in 2020-21 and future years (2021-22, 2022-23) are a result of the change in exit criteria vs. pandemic impacts.

Data Analysis

- After the modified exit criteria / pandemic drop in 2021, performance category percentages for All Students (K-12) essentially held steady in 2022 and 2023 (fig. 32, pg. 49).
- All grade level bands exhibited substantial improvement in student performance the longer students remained in the program (fig. 34, pg. 51).
    - For example, in 2023, 51% of K-5 students in their first year in the program scored in the two lowest levels, Entering and Emerging. By comparison, for K-5 students who were in the program 4 or more years, only 8% performed at the two lowest levels.
- Cohort analyses of students provide additional insight into students in the program for four years or more (figs. 35-37, pgs. 52-53).

- Note: The cohort analysis does not include data for students who exited the cohort, so particularly for the middle school and high school cohorts, the cohorts are likely made up of students who are experiencing the greatest challenges acquiring English. Additionally, our data for this report does not include contextual information regarding how long students had been in the EL program before the first year of cohort analyses (i.e., the 7th grade cohort could include students new to the U.S. along with students who had been in the program for multiple years without exiting).
- Cohort analyses provide some support for the assertion that student performance improves the longer they remain in the program, but it also might provide important context for this assertion since program effects appear stronger for younger students.
  - For example, the 2023 Grade 3 cohort demonstrated steadily improved performance between kindergarten and 3rd grade. The percentages of students in the top three categories (i.e., 4, 5, & 6) climbed from 11% in kindergarten to 46% in 3rd grade. Similarly, category 3-Developing went from 14% to 40% (fig. 35, pg. 52).

Mathematics

Data Analysis: ISAT Math

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 38-43, pgs. 54-63

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened blueprint for the computer adaptive portion of the test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact. Thus, when longitudinal comparisons are made in this report, 2021-22 data is the last year considered since 2023-24 data is needed to provide context to the 2022-23 scores.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. Students whose 10th grade score from the prior year (2021-22) was proficient or advanced using the 11th grade cut scores were allowed to re-use their score in 2022-23 without re-testing. It is impossible to know the impact this may have had on high school scores.

Data Analysis

- After steadily increasing in the years leading up to the pandemic, the All Students (grades 3-8 and 11) mean ISAT Math scale score dropped 11 percentage points in 2020-21 to 2506, matching its 2015 level. While the ISAT Math mean score has not yet fully recovered, it has increased 3 points the past two years, to 2509 in 2021-22 and 2512 in 2022-23 (fig. 42, pg. 60).
- The Total Proficient rates for the All Students group, majority of grades, and most student groups decreased between 2022 and 2023. However, these year-over-year decreases may be due to test fatigue caused by the increased length of the 2023 assessment. Thus, additional years of data, particularly with the return to the shortened blueprint in 2024, are needed to understand long-term trends (figs. 38-41, pgs. 55-59).
    - From a pre-pandemic high of 44%, the All Students Total Proficient rate fell to a post-pandemic low of 40% in 2021, a level roughly equivalent to 2014-15 (the first year of ISAT by Smarter Balanced testing). However, 3 percentage points of the loss were recovered in 2022 (fig. 38, pg. 55).
    - Except for high school, no grade level has recovered to pre-pandemic highs in Total Proficient students (fig. 39, pg. 57).
        - High school performance has been unchanged since 2019 with 34 to 35% of students scoring Proficient or Advanced (the lowest proficiency rate of any grade).
        - Mathematics performance continues to deteriorate with increasing grade level. In 2023, 49% of 3rd graders scored Proficient or Advanced. By high school, the proficiency rate was 35%.
- Achievement differences between student groups persist (figs. 40-41, pgs. 58-59).
    - For example, in 2023, 61% of Asians and 46% of Whites performed at proficient or advanced levels. Only 19% of American Indians and Black, African Americans performed at proficient or advanced levels in 2023 (fig. 40, pg. 58).
    - In 2023, 42% of military connected students, 39% of females, and 44% of males performed at proficient or advanced levels. Only 16% of migrants, 14% of English learners, and 12% of students with disabilities performed at proficient or advanced levels (fig. 41, pg. 59).
- Longitudinal data of multiple cohorts shows similar performance patterns (fig. 43, pgs. 62-63).
    - Cohort trend lines from three previous AOC Student Achievement Reports plus this one (i.e., 8 cohorts of students) show performance diverging from and thereafter underperforming grade level proficiency expectations after 4th grade.
    - All but one of the eight cohort trend lines show an additional divergence in the middle grades that accelerates the underperformance in relation to grade level proficiency expectations.

- Please note that these interpretations are based on visualizing patterns of lines in figures. Therefore, more in-depth and sophisticated statistical analyses of these patterns are needed to verify that they exist and measure their magnitude.

High School – Graduation and Go On Rates

Data Analysis: Graduation Rates

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 44-48, pgs. 64-68

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding the students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a GED or HSE are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

Data Analysis

- For the 2017 to 2023 cohorts, the 4 year cohort graduation rates remained stable between 80% and 82% (fig. 44, pg. 64).
- For the 2017 to 2022 cohorts, the 5 year cohort graduation rates remained stable between 82% and 84% (fig. 44, pg. 64).
- Between the 2019 and 2023 cohorts, 4 year cohort graduation rates grouped by race/ethnicity appear stable. No groups experienced appreciable increases or decreases, when taking into consideration the group's size and potential pandemic year impacts. Group size is an important consideration since smaller groups will usually have greater variability across the years (fig. 45, pg. 65).
    - While rates are generally stable for each group, there are graduation rate differences between race/ethnicity subgroups.
        - For the lowest performing groups, graduation percentages range in the high 60's to low 70's (e.g., American Indian/Alaskan Native and Black/African American).
        - For the middle performing groups, graduation percentages range in the 70's (e.g., Hispanic/Latin, Native Hawaiian/Other Pacific Islander, and Two or More Races).
        - For the highest performing groups, graduation percentages range in the 80's (e.g., Asian and White).
- From 2019 to 2023, 4 year cohort graduation rates grouped by student group appear stable. No groups experienced appreciable increases or decreases, when taking into

consideration the group's size and potential pandemic year impacts. Group size is an important consideration since smaller groups will usually have greater variability across the years (fig. 46, pg. 66).

- While rates are stable for each group, there are graduation rate differences between student groups.
  - Graduation rates for Students in Foster Care range in the high 30's to low 40's.
  - Students Who are Homeless and Students with Disabilities have graduation rates ranging in the 50's.
  - For Economically Disadvantaged, English Learners, and Migratory Students graduation percentages range in the 60's to low 70's.
  - For Students of Military Families, Males, and Females graduation rates range from the mid 70's to the low to mid 80's.

➢ In general, 2018-2022 five year cohort graduation rates, grouped by either race-ethnicity or student group, were higher by a few percentages points when compared to 4 year rates for the same groups and followed the patterns found in the 4 year cohort graduation rates (figs. 47-48, pgs. 67-68).

- An important exception to these patterns occurred with the American Indian/Alaskan Native group. Their 4 year cohort graduation rates varied between 65% and 74% with some evidence of a small upward bias through the years. But their 5 year cohort graduation rates show a clearer upward trend: 2018: 63%; 2019: 70%; 2020: 68%; 2021: 73%; and 2022: 76%.

Data Analysis: Go On Rates

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 49-54, pgs. 69-72

Data Considerations:

- The Go On rates for a given year (i.e. 2021-22) are the rate for that graduation cohort (i.e. students who graduated in 2021-22).
- The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2021-22 graduates who pursued postsecondary education in the 2022-23 school year, and the most recent 3 year Go On rates are for 2019-20 graduates who pursued opportunities in 2020-21, 2021-22, or 2022-23.

1 Year Go On Rates

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 49-51, pgs. 69-71

Data Analysis

- The All Students 1 Year Go On rates remained steady at about 45% between 2019-20 and 2021-22 (fig. 49, pg. 70).
- 1 Year Go On rates varied by race / ethnicity (fig 50, pg. 70).
    - American Indian/Alaskan Native rates decreased from 39% in 2019-20 to 29% in 2021-22. This was the lowest go on rate for any ethnic group in 2021-22.
    - The 1 year Go On rate for Native Hawaiian/Other Pacific Islander increased from 28% in 2019-20 to 47% in 2021-22.
    - After dropping 4 percentage points between 2019-20 and 2020-21, the Asian group's Go On rate increased 8 percentage points in 2021-22, a post-pandemic high.
    - All other ethnic groups experienced some variability in Go On rates between 2019-20 and 2021-22, with no trends emerging.
    - Black/African Americans, a historically lower performing group on other measures, have the second highest Go On rate of all ethnic groups.
    - Differences in go on rates persist between groups based on race/ethnicity. However, as 2021-22 and 2022-23, except for American Indian/Alaskan Native and to a lesser degree Hispanic/Latin groups, all other groups have Go-On rates that meet or exceed the All Students group.
- 1 Year Go-On rates varied by student subgroup (fig. 51, pg. 71).
    - All of the student subgroups, including Economically Disadvantaged, English Learners, Students Who are Homeless, and Students with Disabilities, performed below the All Students group by 10 to 28 percentage points, depending on the group and year being compared.
    - Students with Disabilities were the lowest performers. Of the 2021-22 cohort, 19% went on within one year of graduation, compared to 45% of the All Students group.

3 Year Go On Rates

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 52-54, pgs. 71-72

Data Analysis

- The 3 Year Go On rates for the All Students group decreased each year between 2017-18 and 2019-20, from 62% to 53%. However, most of this drop (6 percentage points) occurred with the 2019-20 graduates (fig. 52, pg. 71).

- Based on 2019-20 3 Year Go On rates, it appears that for most race/ethnicity groups, rates were negatively impacted by the pandemic, but additional years of data are needed to fully understand the effects (fig. 53, pg. 72).
    - The 3 Year Go On rates for American Indian/Alaskan Native and Asian students were not as impacted as other groups, as their rates held steady between 2018-19 and 2019-20 (American Indian/Alaskan Native: 44% and Asian: 70%).
    - All other race/ethnicity groups experienced negative trends in 3 Year Go On rates from 2017-18 to 2019-20.
        - Decreases over the three years ranged from a high of 16 percentage points for Native Hawaiian/Other Pacific Islander to a low of 4 percentage points for Black/African American.
- It appears that 3 Year Go On rates for other student groups were negatively impacted by the pandemic, but additional years of data are needed to fully understand possible effects (fig. 54, pg. 72).
    - Across the two years leading up to the pandemic (2017-18 and 2018-19), Economically Disadvantaged, Students Who are Homeless, and Students with Disabilities all experienced year-over-year declines of 2 to 4 percentage points. These declines then accelerated during the 2019-20 pandemic year with additional decreases of 4 to 5 percentage points.
    - English Learners also experienced a drop in 3 Year Go On rates for 2019-20 graduates. The difference between them and the other groups is that for English Learners their 3 Year Go On rates did not show a downward trend before the 2019-20 pandemic year. They remained steady at 41% the two years prior to the pandemic year and then dropped 5 percentage points for the 2019-20 cohort.

Enrollment and Attendance

Data Analysis: Enrollment

Associated Data: 2022-2023 Student Achievement Report (App. A), Figure 1, pg. 14

Data Analysis

- Idaho public schools enrolled an additional 866 students in 2022-23 (fig. 1, pg. 14).
- After a pandemic low in enrollment occurred in 2020-21, enrollments rebounded by 5,415 students in 2021-22, exceeding the pre-pandemic high (fig. 1, pg. 14).

Data Analysis: Attendance

Associated Data: 2022-2023 Student Achievement Report (App. A), Figures 55-56, pgs. 73-75

Attendance Definitions

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

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

Data Considerations

- The definition of "chronically absent" and "severely chronically absent" include absences for any reason, including excused absences (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 2020-21 and 2021-22 likely includes students who would not have had similar absenteeism pre-pandemic.
    - Anecdotal information received by AOC members and Board and SDE staff indicates that some districts and schools made policies regarding student attendance while sick more strict (requiring no fever, etc.,) during and after the pandemic, which could lead to additional absences related to illness.
    - The correlation between absenteeism and performance may be lower during and coming out of the pandemic than at other times, since the group of students experiencing absences could include higher performing students who are more likely to maintain proficiency despite their absences.

Data Analysis

- In pre-pandemic 2018-19, 87% of Idaho students had adequate attendance. During and after the pandemic, adequate attendance dropped to 82% in 2020-21 and just 75% in 2021-22. The percentage rebounded to 80% in 2022-23 (fig. 55, pg. 74).
- In 2018-19 (pre-pandemic), adequate attendance rates were similar across grade bands (K-5: 88%, 6-8: 87%, and 9-12: 86%). In 2020-21 (during the pandemic), adequate attendance rates diverged across grade bands (K-5: 86%, 6-8: 82%, 9-12: 77%). Highly similar adequate attendance rates across all grade bands re-emerged post-pandemic in 2021-22 and 2022-23 (fig. 56, pg. 75).

SECTION 5: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

Chair

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

Ex-Officio Members

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

Designated Members

Julian Duffey, M.Ed.	Special Education Director, Jefferson County School District #251 Owner, Balance Point, LLC. Designated Seat: Special Education
Jodie Mills, Ed.S.	Administrator of Teaching and Learning, Boise School District #1 Designated Seat: School District Assessment and Accountability
Geoff Penrose, Ed.S.	Principal, Sandpoint Middle School, Lake Pend Oreille School District #84 Designated Seat: School Level Administrator
Wendy Johnson, Ed.S.	Superintendent, Kuna School District #3 Designated Seat: School District Superintendent

At-Large Members

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

Staff

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

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OTHER RELATED RESOURCES

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2022-23

Student Achievement Report

IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

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DATA NOTES

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

Redaction

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

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

Level of Precision and Rounding Error

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data, and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. Slight, apparent differences from 100% of up to one percentage point in the sum of rates per category (usually a stacked bar) result from rounding error and not real discrepancies.

School Year (SY) Naming Convention

By convention, school years (SYs) are labeled according to the calendar year of the spring semester. For example, the 2019-20 school year is labeled 2020. In this report, when a school year is identified with one date, for example 2023 refers to the school year starting in the previous calendar year's fall (i.e., 2022) and ending in named school year's spring (i.e., 2023)

Sample Size

Throughout this report, the sample size or student count is expressed whin parenthesis with or without a notation of "n=".

DATA CONSIDERATIONS

The following considerations should be considered when interpreting the results available in this report.

2019 Pre-Pandemic Baseline

This report includes results from the 2018-19 school year as the pre-pandemic baseline. Idaho continues to make a recovery from the COVID-19 pandemic, and it is important to keep track of the effect and progress. Because of COVID-19, many programs, including statewide assessments, ceased in Spring 2020. For this reason, results from the school year 2020 may not be available.

IRI Considerations

IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. Several graphs show 2022-23 findings using both the new and old norms.

ISAT Considerations

The Idaho State Board of Education adopted the adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores are in development, the shortened blueprint does not offer claim-level scores. Idaho used shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores. The graphs available in this report show the performance of students in grades 3-8 and high school (grade 10 through 2022, grades 10 and 11 in 2023), across the four achievement levels. As of 2023, the high school ISAT was taken in Grade 11 and evaluated against Grade-11 standards. Two other features were

added: (1) students could use a "banked" ISAT score from a prior high school year's test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade-10 or other high school students could take the Grade-11 ISAT for banking, if they had completed relevant curriculum. Please see Accountability Business Rules or Appendix I for details.

ELPA Considerations

In 2017, the Department 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, the Department 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[1].

[1] 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.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho Department of Education, presents Idaho's 2022-23 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.[2] 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 staff, as well as reflections from other department staff.

Questions about the data or observations can be directed to the Assessment and Accountability Department.

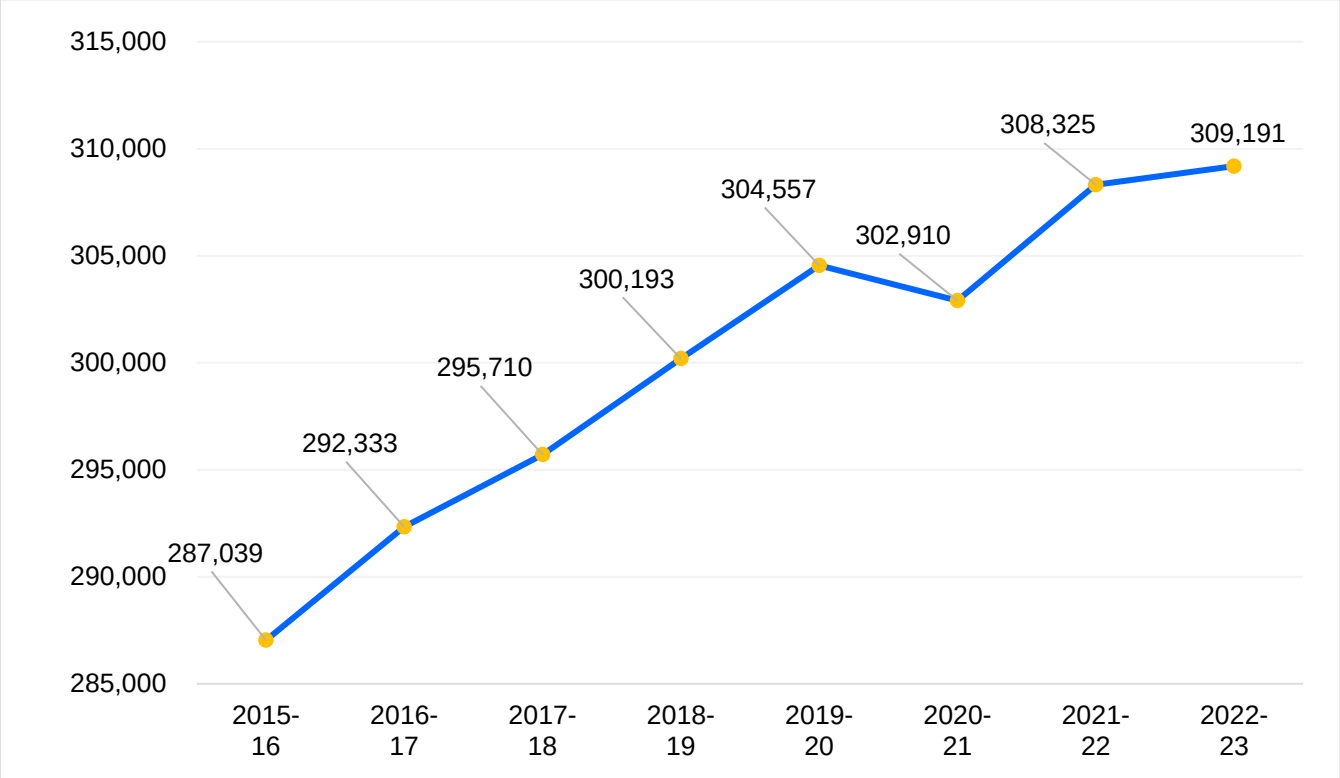
[2] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 309,191 students in Idaho's public schools in 2022-23. These official numbers come from the Spring Enrollment Count, which includes all students in grades kindergarten through 12 enrolled on the first Friday of May. The districts and charter schools statewide report enrollment via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind; (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

As seen in Figure 1, enrollment has increased by about 900 students since last year; by 4,600 students over the past four years since 2019-20, and by about 22,000 since 2015-16. Growth since last year is 0.3%, considerably lower than the 1.1% annual growth from 2016 through 2023. Coming years will reveal whether this slowed growth will continue.

Figure 1: Idaho Public School Enrollment over Three Years



ENGLISH LANGUAGE ARTS AND LITERACY

This section reviews Idaho students' performance on English language arts and literacy assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10; and the English Language Proficiency Assessment (ELPA) for students learning English in kindergarten through grade 12.

IRI

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. Second, it was approximately 2-4 minutes long and it measured one aspect of literacy – oral reading fluency.

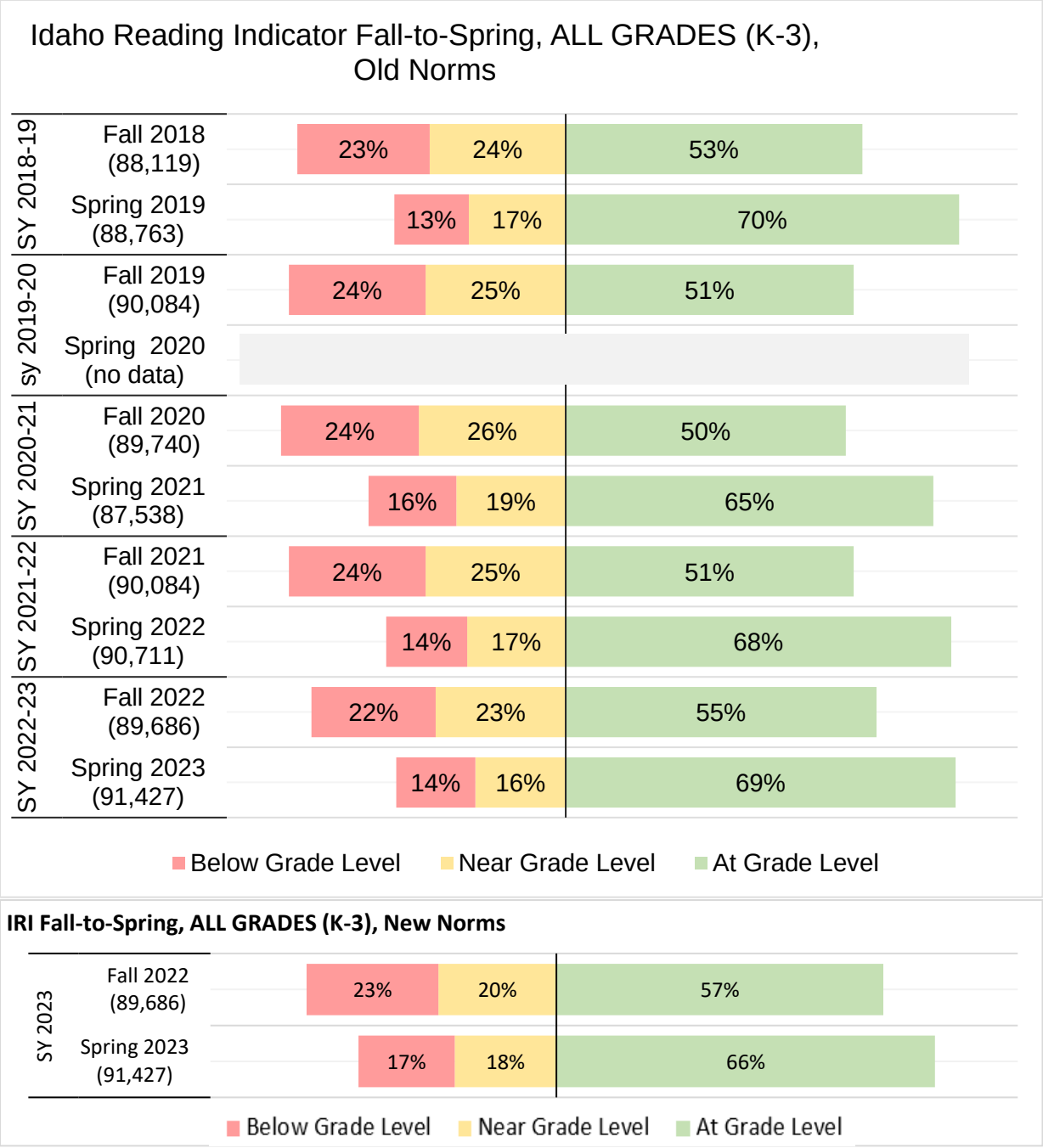
By contrast, the new IRI is a computer-adaptive screener and diagnostic assessment taken on a tablet or computer. It uses multiple, short tests to measure the foundational skills of literacy: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, Alphabetic Decoding, Reading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

Data Considerations

IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. Several graphs show 2022-23 findings using both the new and old norms.

Figure 2 shows old norms in the top section, and new norms for 2022-23 in the bottom section.

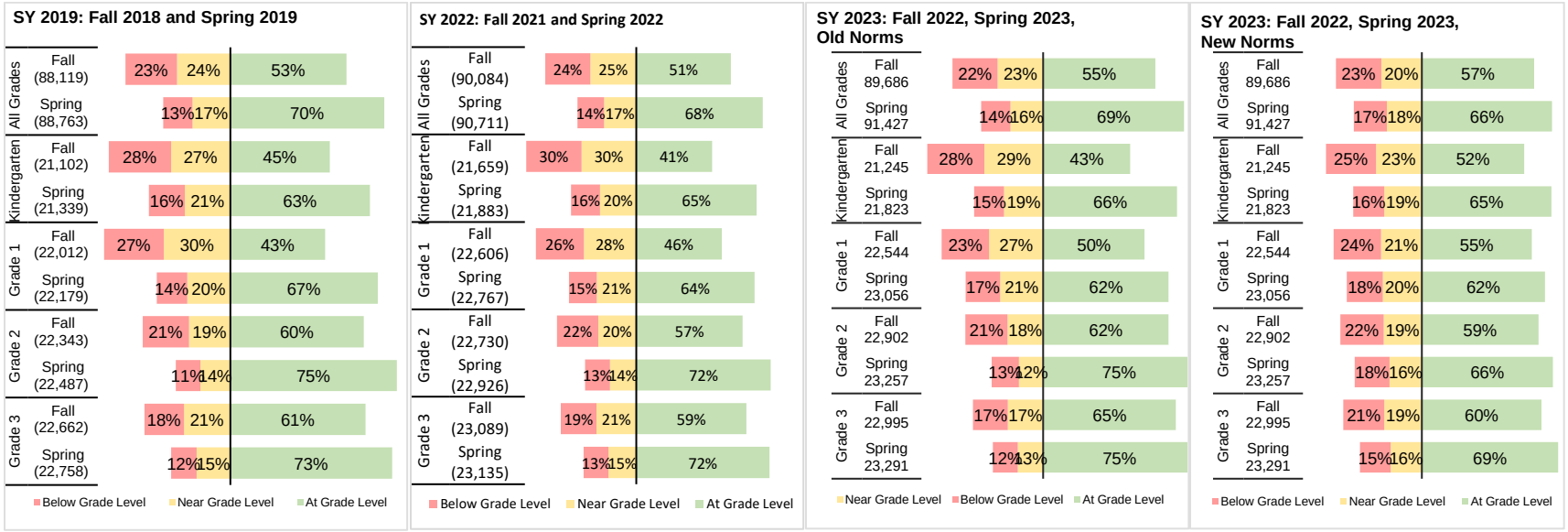
Figure 2: IRI Fall-to-Spring Performance Old Norms (Top) & New Norms SY 2023 (Bottom)



***Note**. Old norms in 2023 are not reportable to the Department's accountability system. They appear in the top graph for comparison purposes, only. The new-norm scores reported in the bottom graph are the ones used in the Report Card and the accountability system.*

This graph shows each grade's performance in three separate years, with both the final two showing scores based on Old Norms, and then New Norms, respectively.

Figure 3: Fall and Spring IRI Performance Across Years – Old Norms and New Norms

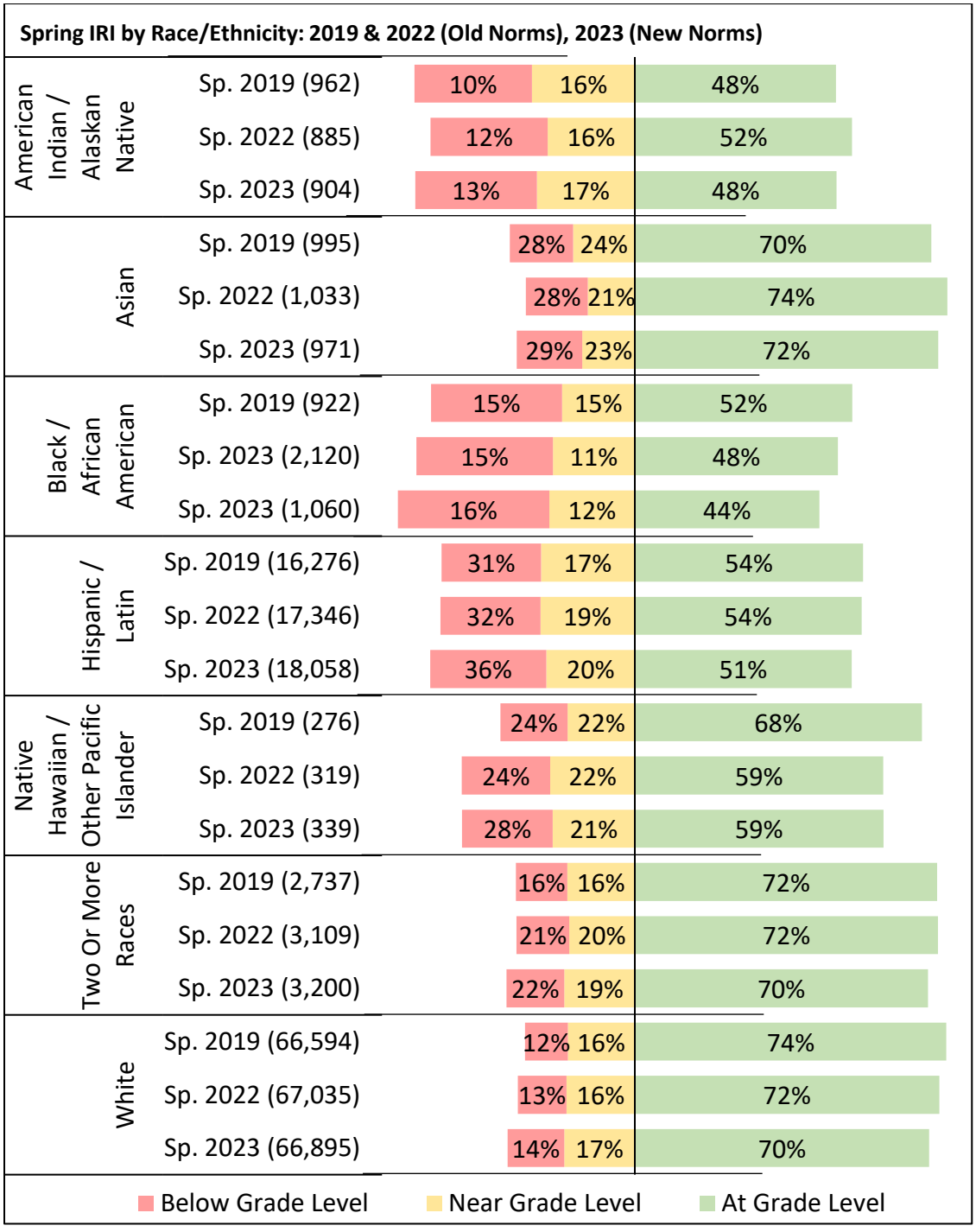


***Note**. Old norms in 2023 are not reportable to the Department's accountability system. They appear here for comparison purposes, only.*

IRI Performance by Race-Ethnicity – All Grades

Figure 4 shows IRI performance by race-ethnicity groups.

Figure 4: Spring IRI Performance by Race and Ethnicity: 2019 & 2022 (Old Norms) and 2023 (New Norms)



IRI Performance by Student Group – All Grades

Figure 5 and Figure 6 show statewide IRI performance of all grades by student groups.

Figure 5: Spring IRI Performance by Student Group Performance: 2019 & 2022 (Old Norms) and 2023 (New Norms)

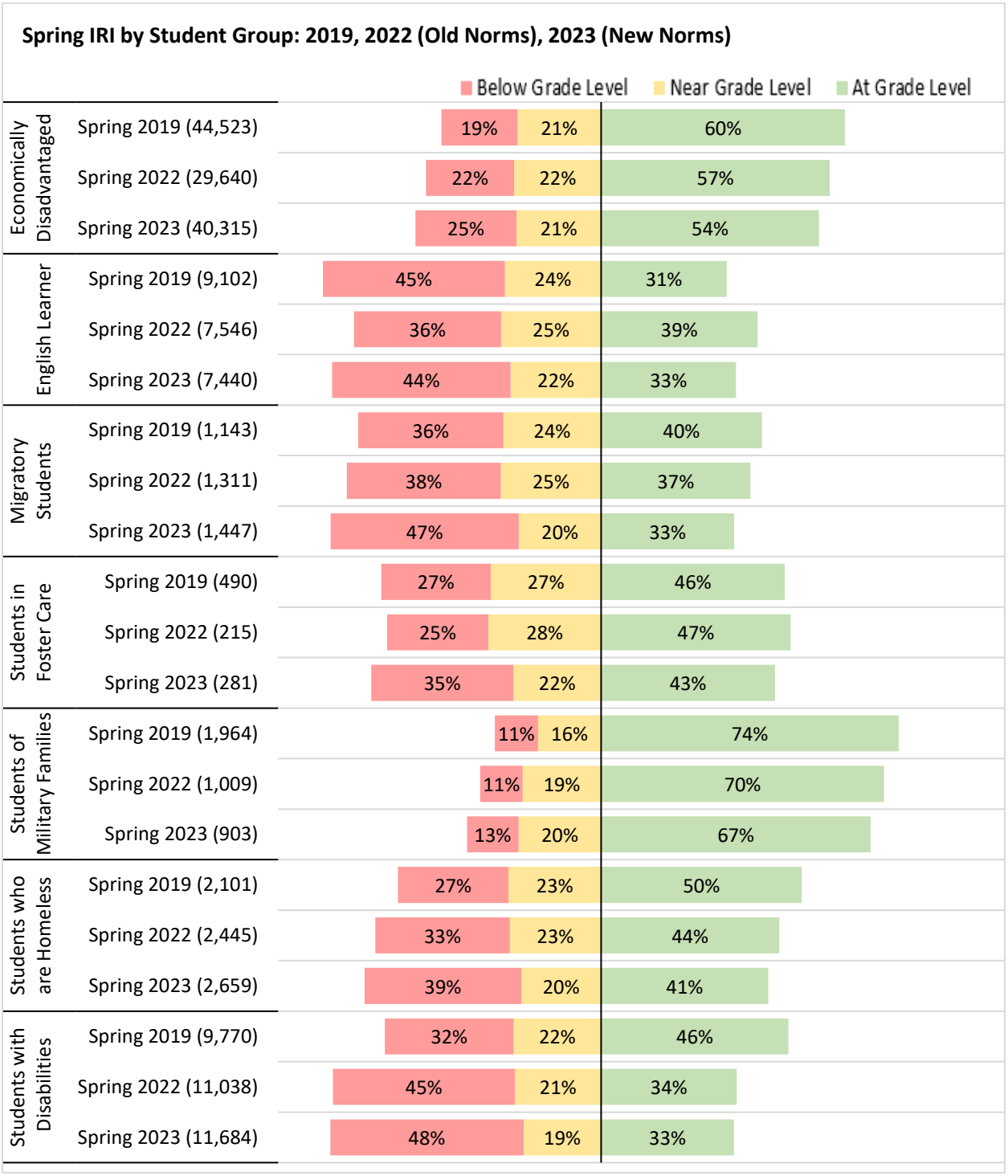
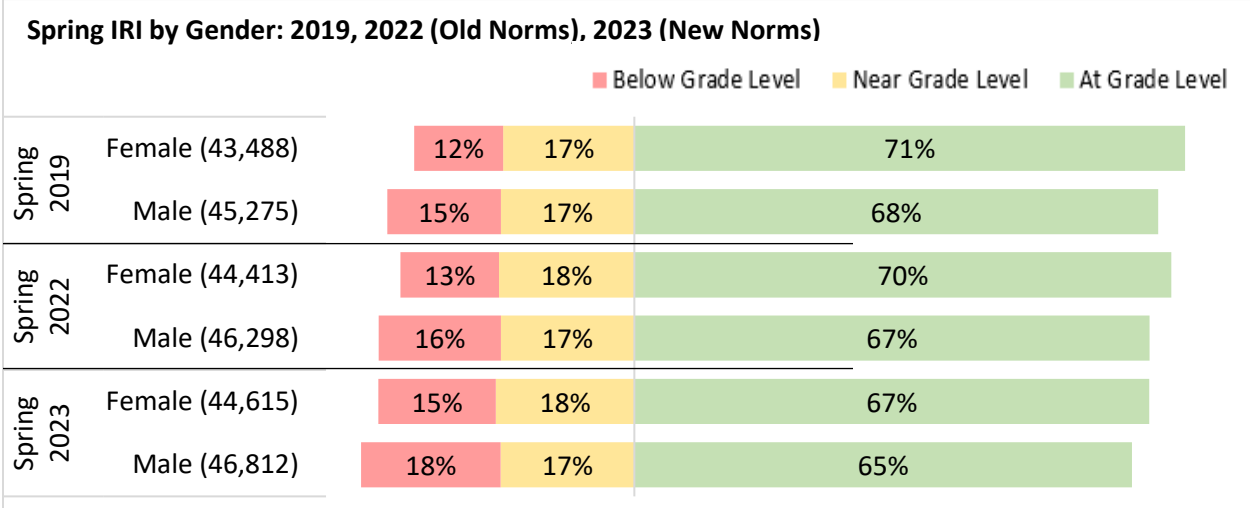


Figure 6: Spring IRI Performance by Gender: 2019 & 2022 (Old Norms), 2023 (New Norms)



How much did Idaho students move across proficiency levels?

Two types of cohort analyses were conducted on IRI to better understand the achievement trend. First, Figure 7 shows the change versus stability of students' IRI performance levels across two measurement times, 2022 versus 2023. Each vertical, stacked bar includes all the students in the cohort who started at a specific IRI performance level in 2022: the far-left bar represents those starting at Below Grade Level; at the far right are students starting in At Grade Level. The stacked sections within a bar show where a student was 2023, e.g., 64% who started Below Grade Level in 2022 were still there in 2023 (red section, first bar).

This analysis only includes grades 1 through 3 in 2023 and grades K through 2 in 2022 because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2022 that was one grade below those included in 2023. Matching across time also loses students who move from the state or leave public schools.

Figure 7: IRI Performance Level in 2023 Per 2022 Starting Level (Old Norms)

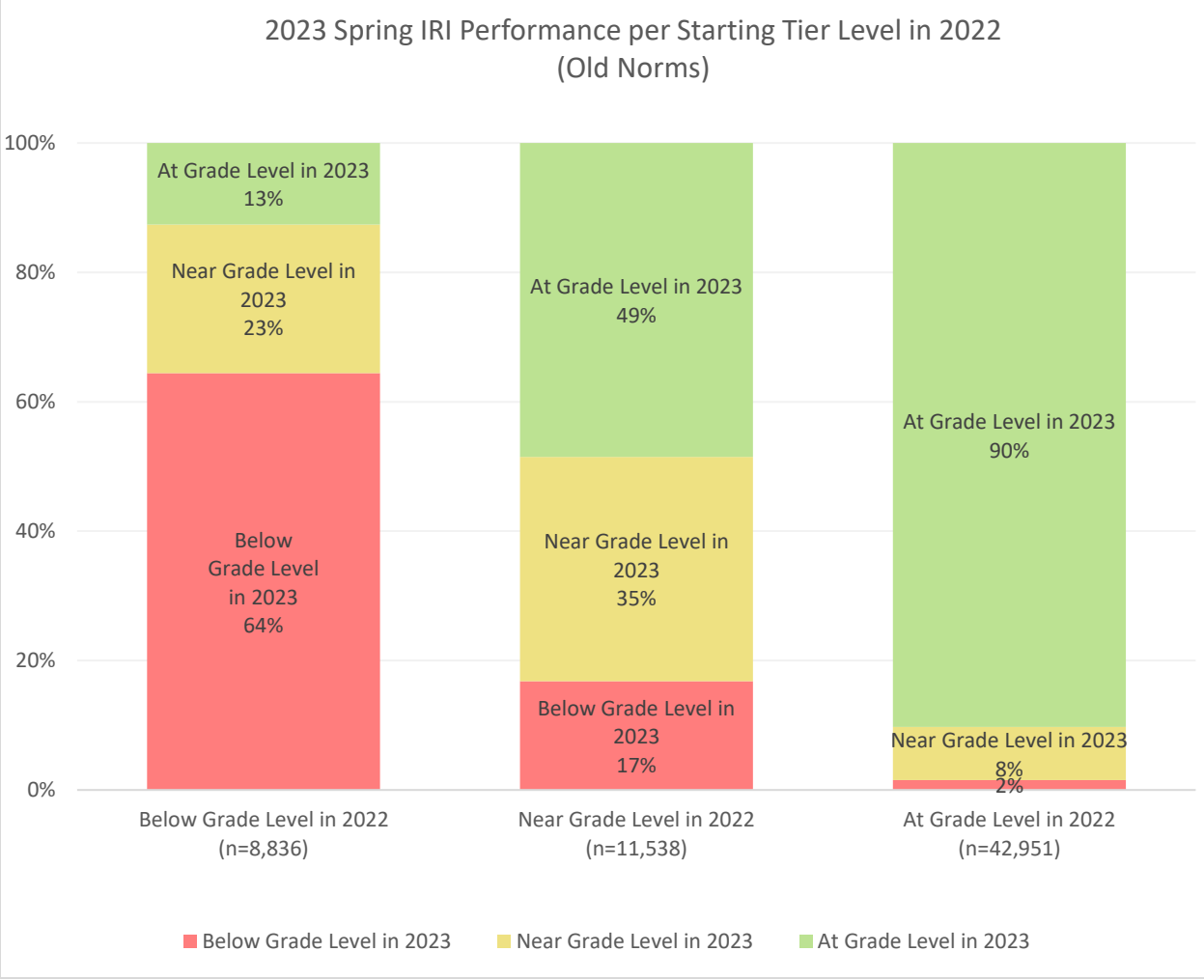
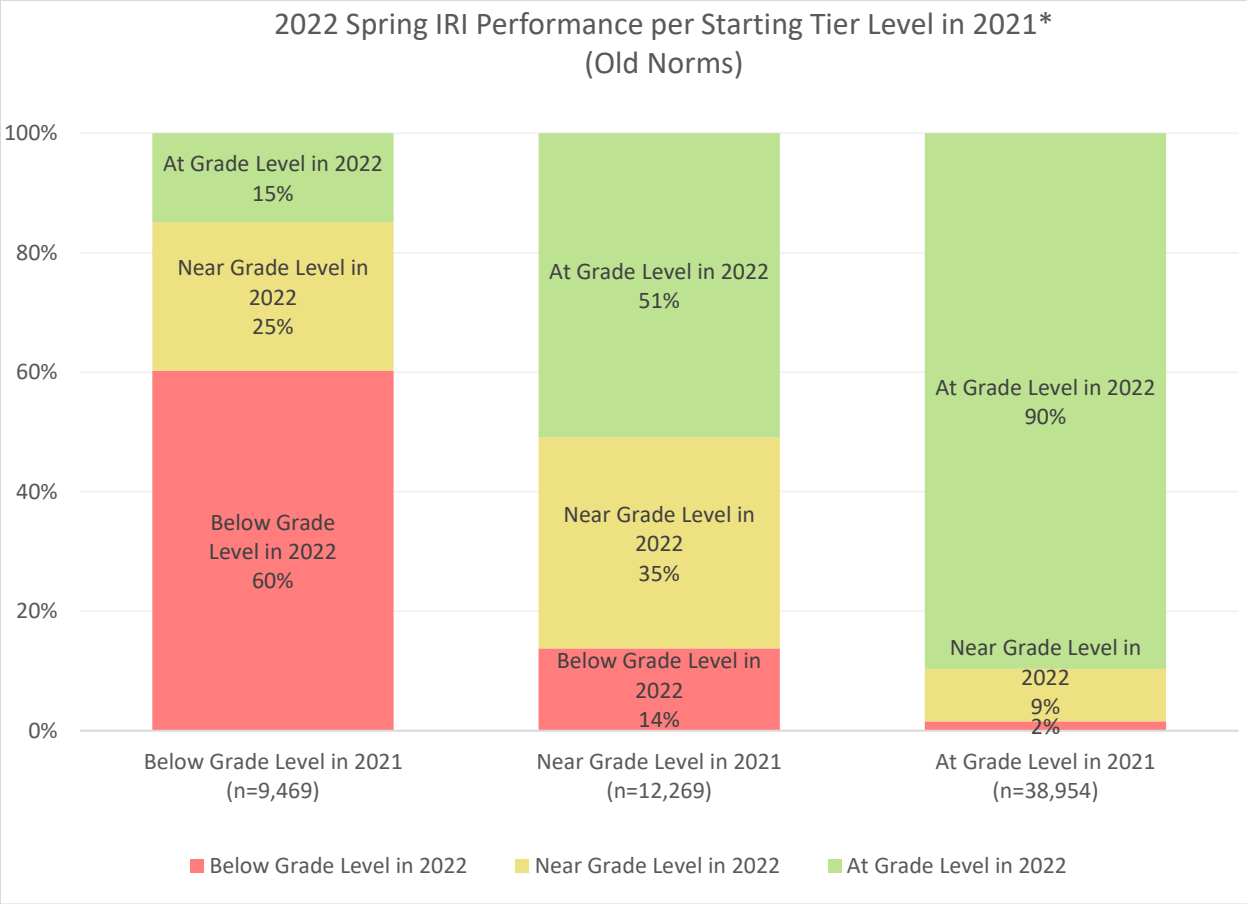


Figure 8 below from 2022 compares to the updated version for 2023, seen on the prior page.

Figure 8: IRI Performance Level in 2022 Per 2021 Starting level (Old Norms)



Second, we followed the performance of those students who were in kindergarten in the 2020-21 school year for the subsequent two years. The students needed to participate in Spring IRI in all three years to be included in this analysis with a chronological grade level progression. **Error! Not a valid bookmark self-reference.** shows the spring IRI performance for 2023 grade 2 cohort using old norms for comparison purposes.

Figure 9: 2023 Grade 2 Cohort: Spring IRI Performance Level by Year

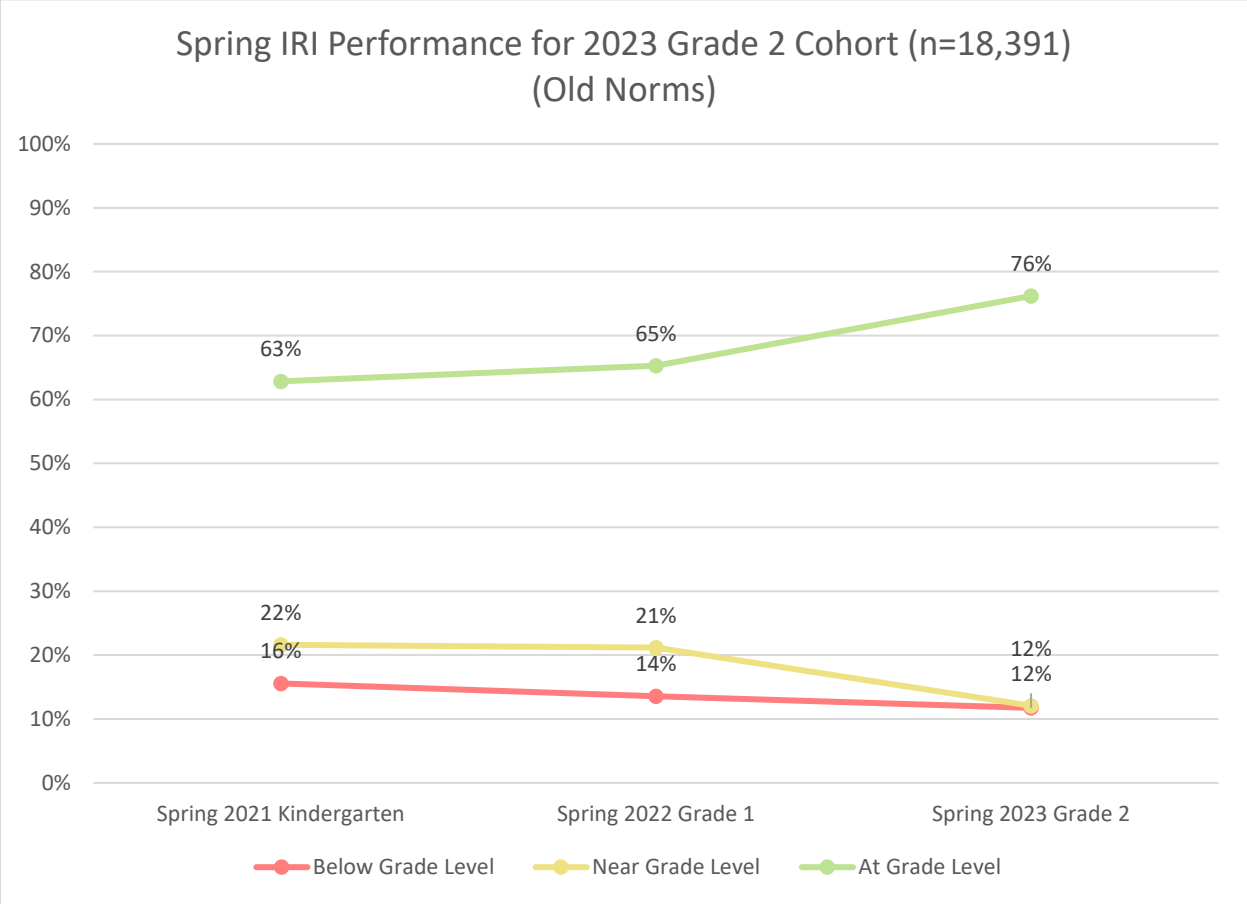
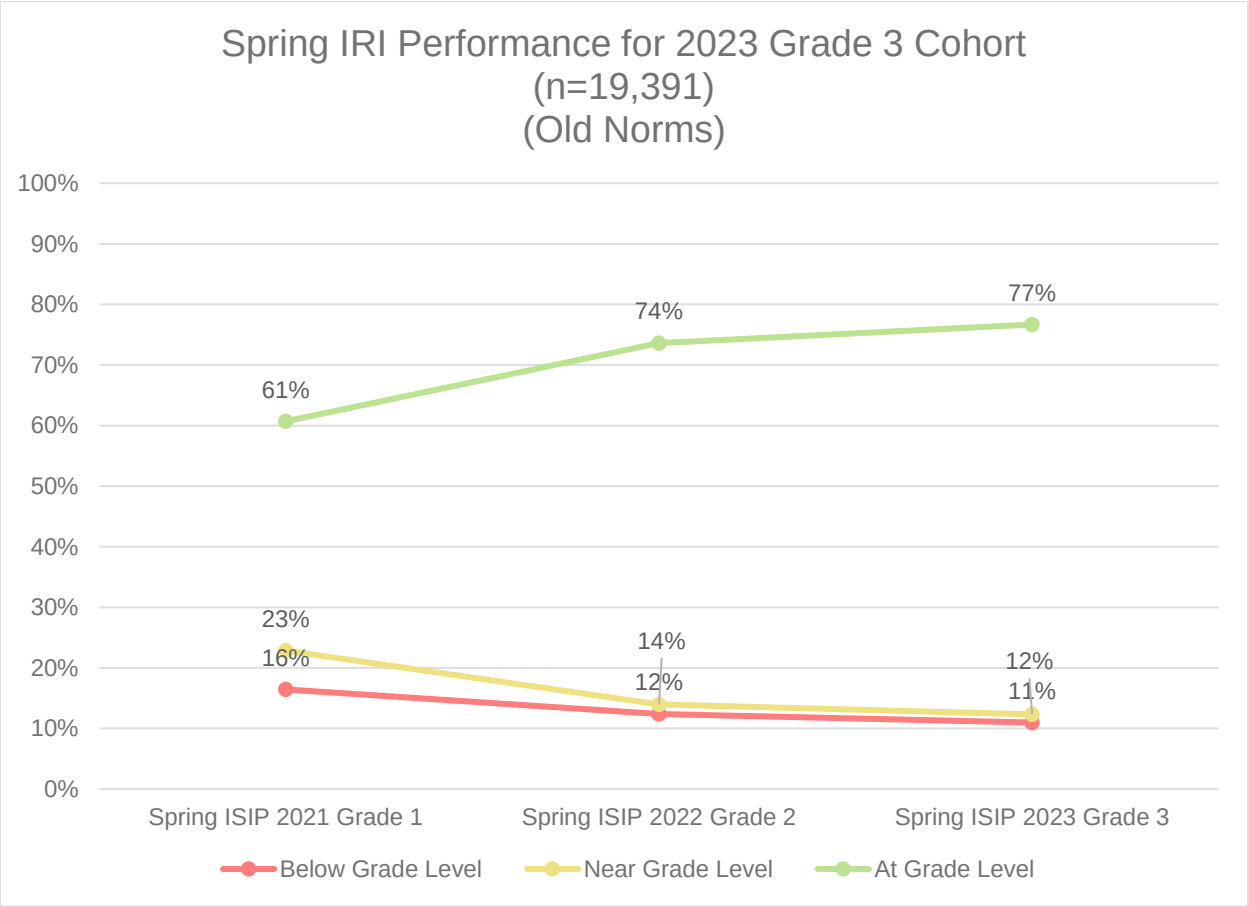


Figure 10: Grade 3 Cohort: Spring IRI Performance Level by Year



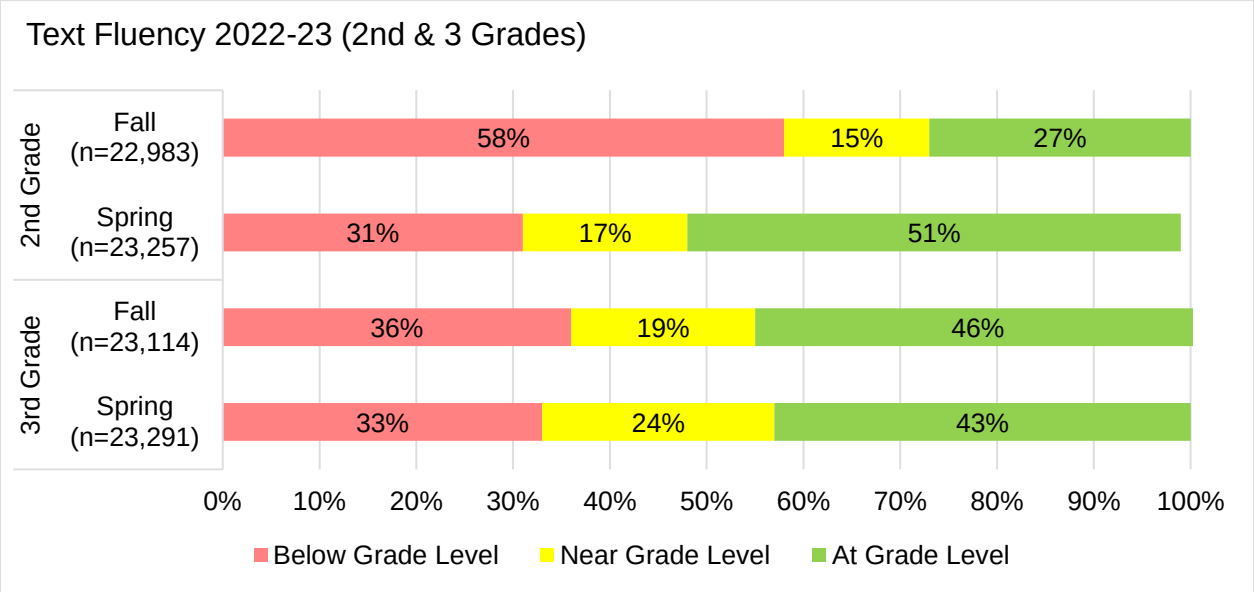
IRI Performance per Domain in 2023 – Per Grade (New Norms)

All scores reported in this section are **SY 2023 evaluated against new norms**, meaning they are based on the norms newly adopted in SY 2023.

At the beginning of the academic year, all students (K-3) are assessed on the IRI in many different subtests assigned to their corresponding grade level. As students engage in the assessment through the year, they have the chance to "gate up" from a subtest, indicating that they have achieved a score high enough to no longer require testing in that specific skill area. Students may also have a chance to "gate down" to subtests at their level. Consequently, by the end of the year, most students do not take every subtest, because they have progressed beyond the need for certain skills assessments. This produces a variation in the number of children taking each subtest at the beginning and end of each year and compromises the interpretability of that subtest's findings. In two instances graphed below, *Letter Knowledge* and *Phonemic Awareness*, the Spring of 1st grade is eliminated from the graph. A data note accompanies the affected graphs.

Also, performance rates are calculated at 10 places beyond the decimal and rounded for reporting. Slight, apparent differences from 100%, up to one percentage point in the sum of rates per bar result from rounding error and not real discrepancies.

Figure 11: IRI Text Fluency per Grade in Fall and Spring in SY 2023



Note. *Rates are calculated at 10 places beyond the decimal and rounded for reporting. Slight, apparent differences from 100%, up to one percentage point in the sum of rates per bar result from rounding error and not real discrepancies.*

Figure 12: IRI Vocabulary per Grade in Fall and Spring in SY 2023

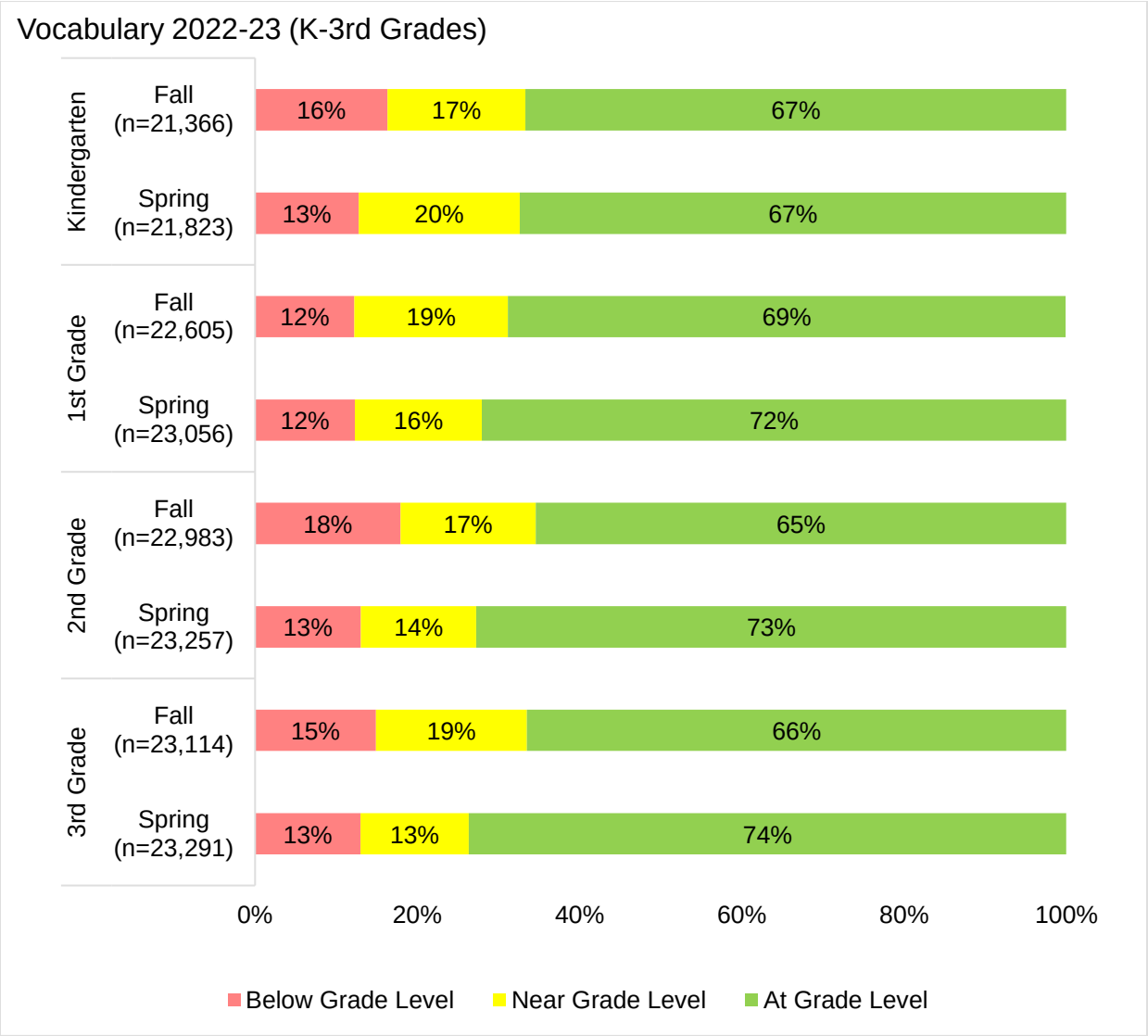
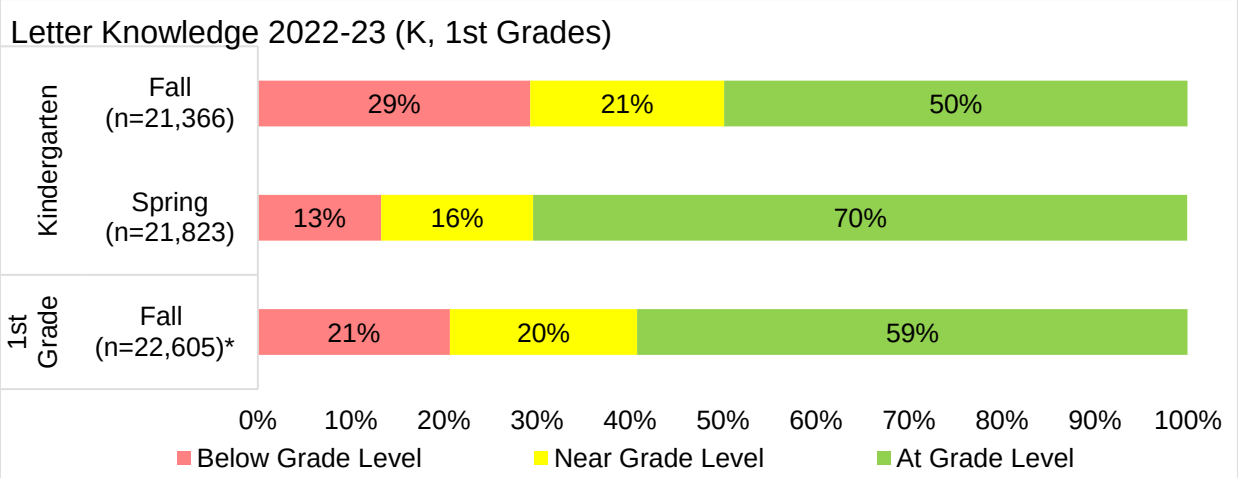


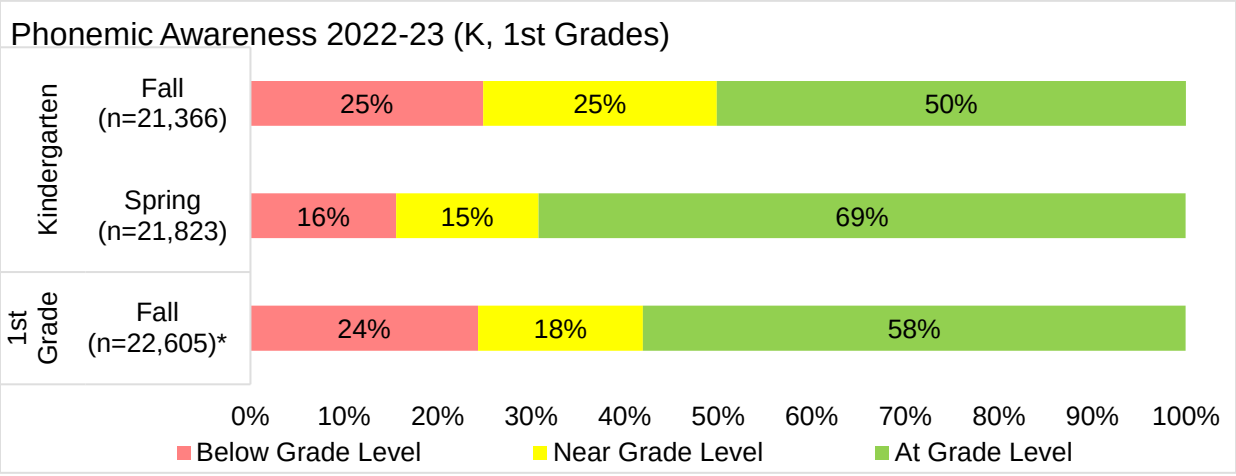
Figure 13: IRI Letter Knowledge per Grade in Fall and Spring in SY 2023



***Note**. Shown are findings evaluated against new norms.*

**As students engage in the assessment through the year, they have the chance to "gate up" from a subtest, indicating that they have achieved a score high enough to no longer require testing in that specific skill area. Students may also have a chance to "gate down" to subtests at their level. The number of children taking each subtest at the beginning and end of each year varies for this reason. 1st-grade, spring scores are not included because most students did not take this sub-test because of gating.*

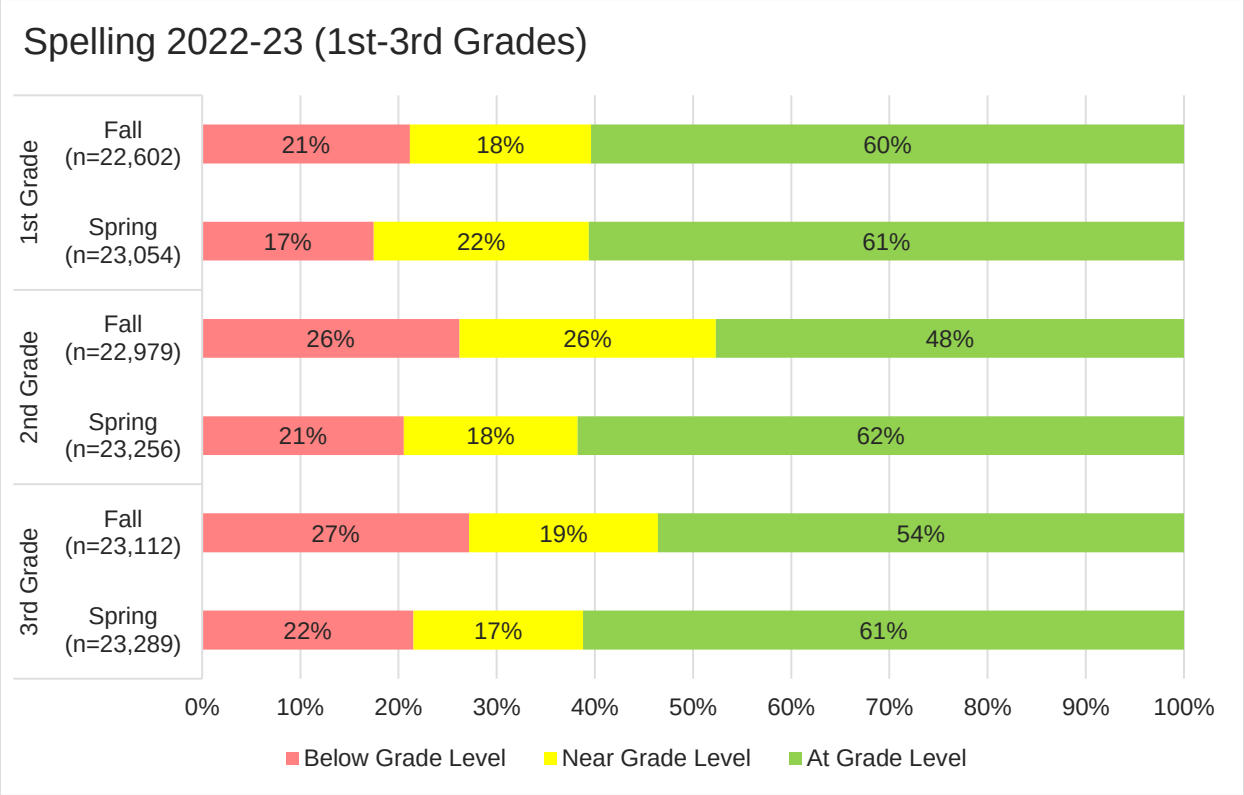
Figure 14: IRI Phonemic Awareness per Grade in Fall and Spring in SY 2023



***Note.** Shown are findings evaluated against new norms.*

**As students engage in the assessment through the year, they have the chance to "gate up" from a subtest, indicating that they have achieved a score high enough to no longer require testing in that specific skill area. Students may also have a chance to "gate down" to subtests at their level. The number of children taking each subtest at the beginning and end of each year varies for this reason. 1st-grade, spring scores are not included because most students did not take this sub-test because of gating.*

Figure 14: IRI Spelling per Grade in Fall and Spring in SY 2023



***Note**. Shown are findings evaluated against new norms.*

Figure 15: IRI Comprehension per Grade in Fall and Spring in SY 2023

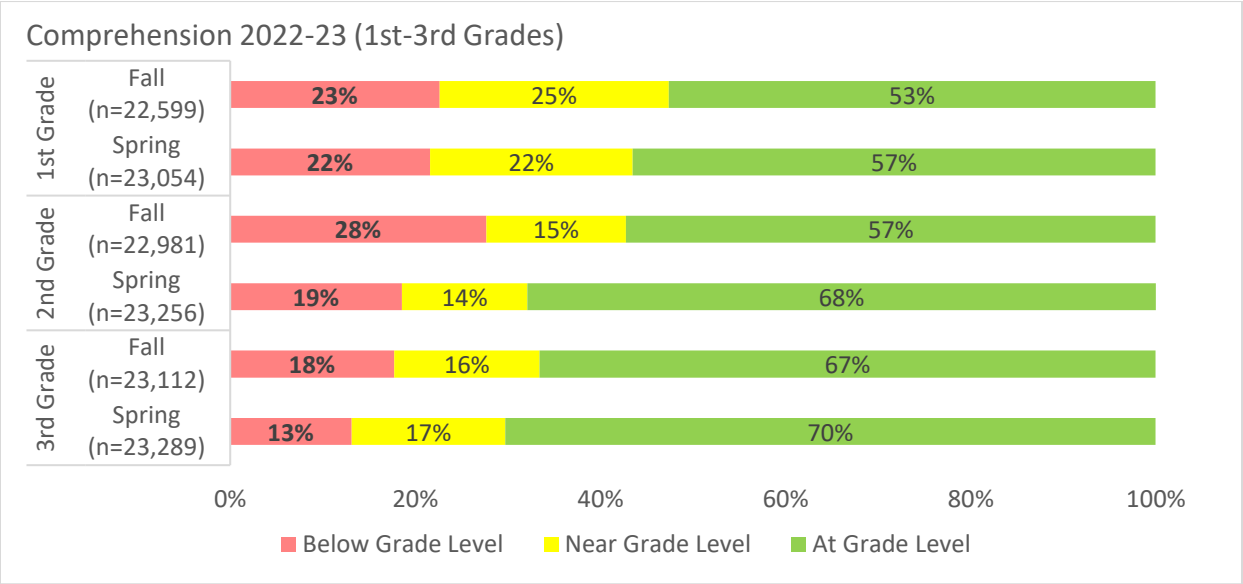


Figure 16: IRI Comprehension per Grade in Fall and Spring in SY 2023

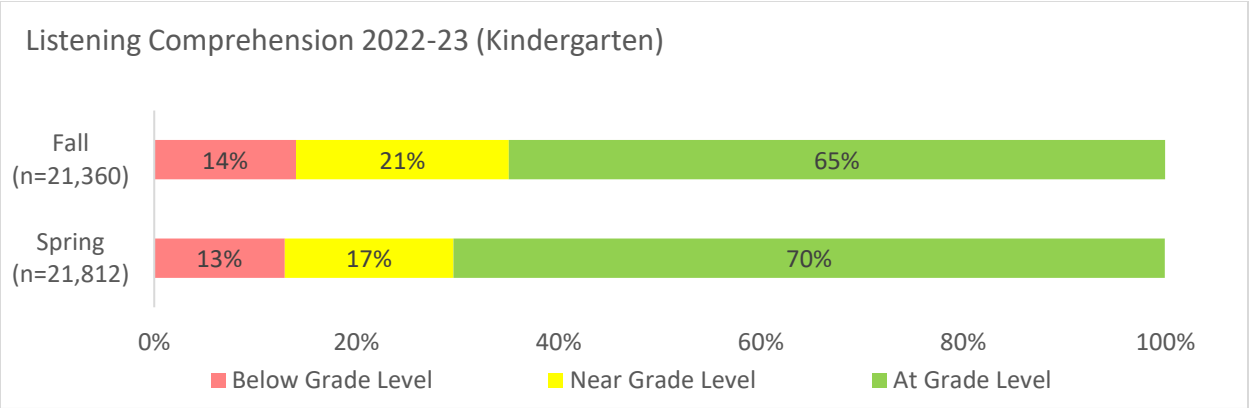
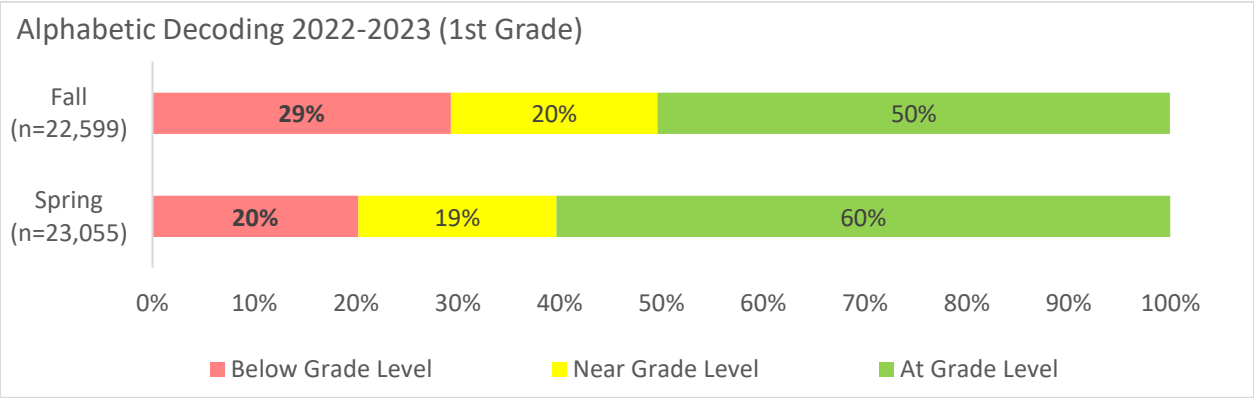


Figure 17: IRI Alphabetic Decoding per Grade in Fall and Spring in SY 2023



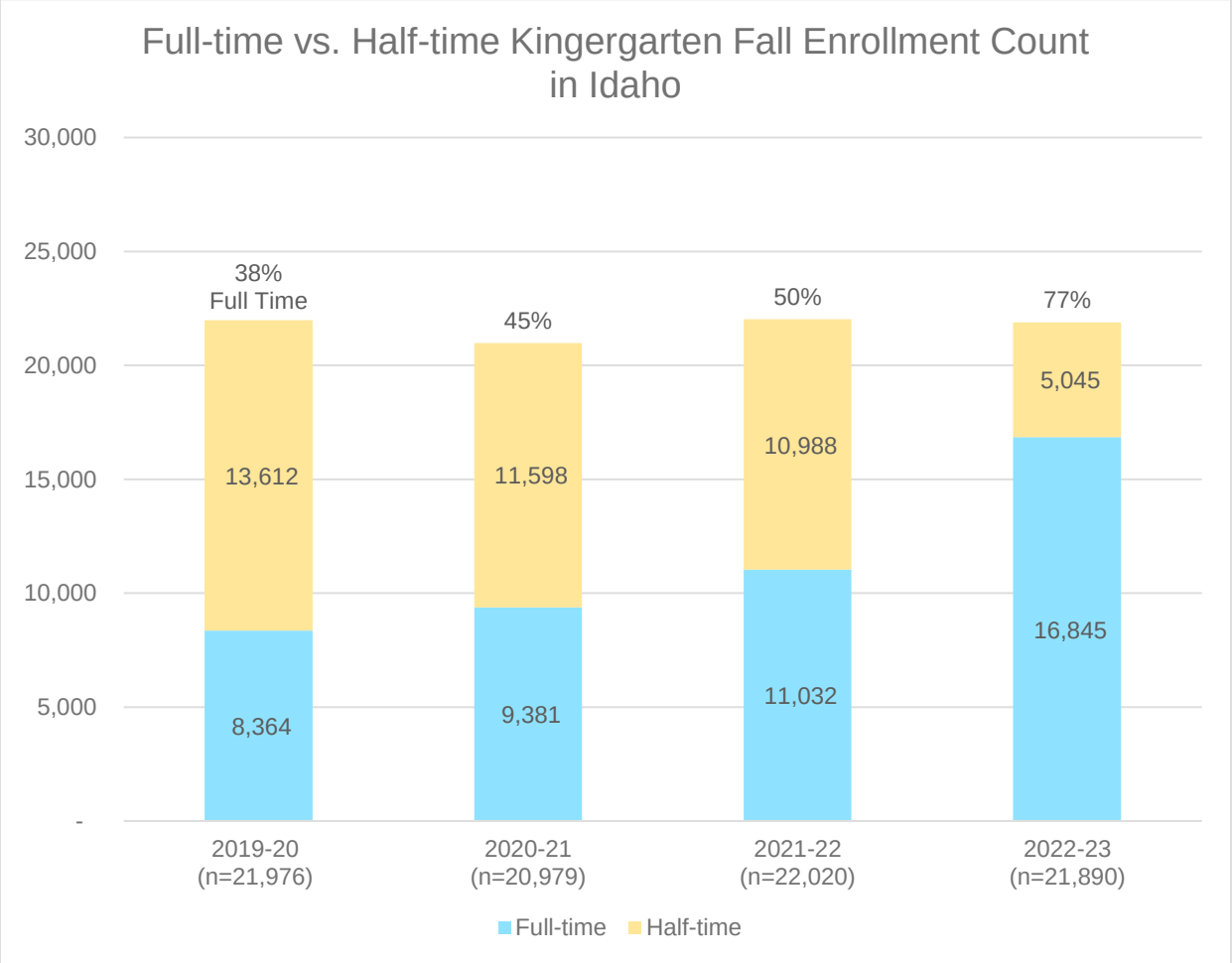
Note. *Shown are findings evaluated against new norms.*

IRI Performance: Full-time v. Part-time Kindergarten

The kindergarten enrollment count has been stable from 21,000 to 22,000 since 2019. In 2019, about 40% of kindergarteners in Idaho were enrolled in a full-time program. The proportion of students in a full-time kindergarten program has increased by nearly 40 percentage points between 2019 and 2023. See Figure 18.

- 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.

Figure 18: Full- vs. Part-time Kindergarten Fall Enrollment Count in Idaho: SYs 2020-23



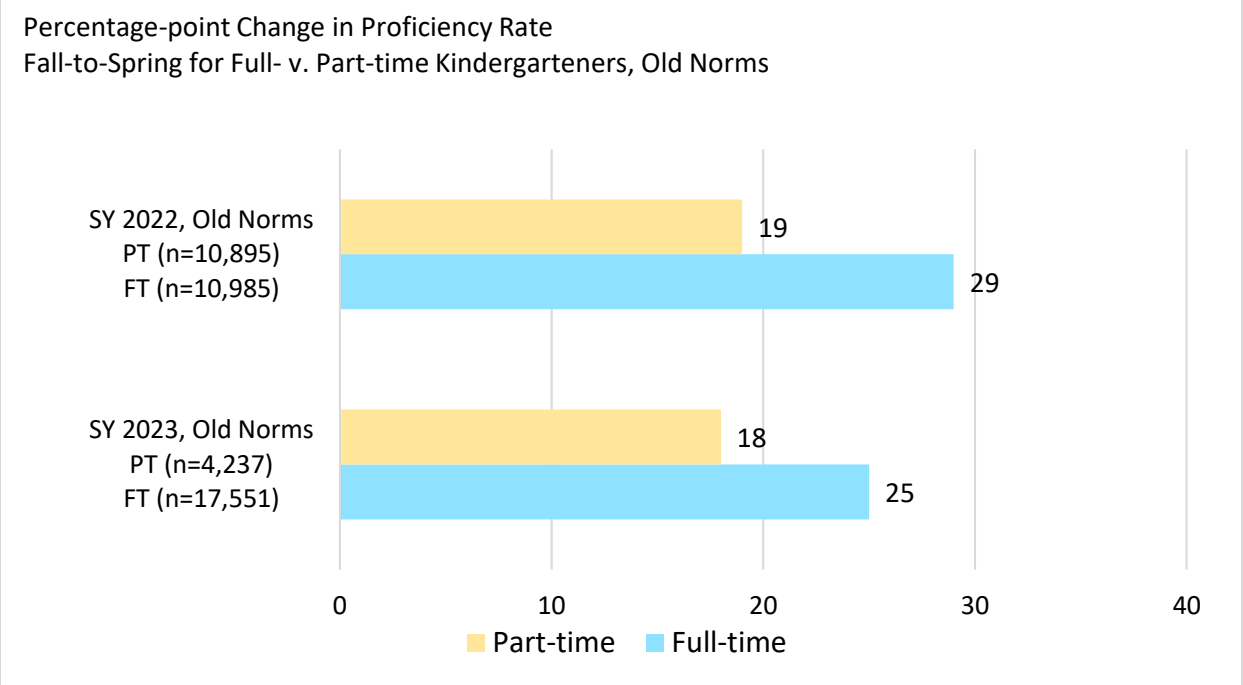
Note. *By convention, school years (SYs) are labeled according to the calendar year of the spring semester. For example, the 2019-20 school year is labeled 2020. The numbers above are enrollment counts in the fall of each school year, which occurs in the calendar year preceding the labeled year.*

IRI and Full-time v. Part-time Kindergarten: Proficiency Rate Changes

Full-time and part-time kindergarten IRI fall to spring increases in at-grade level performance were compared across 2022 and 2023. We compared performance across the two years using the same ("old") norming system, though in 2023 the Department no longer reports these old norms for any official use.

As seen below, those attending full-time kindergarten were more likely than those attending part-time school to move from non-proficient to proficient performance from their kindergarten fall to spring. In 2022, the difference was greater, with ten (10) percentage points more full-time than part-time students moved into proficiency by spring. This gap decreased to seven (7) points in SY 2023.

Figure 19: IRI Kindergarten Change in Proficiency Rate by Full- v Part-time on Old Norms



Note. *Old norms prior to 2023 were the official norms; New norms are official as of SY 2023. Old norms in 2023 appear here for comparison purposes, only but are not reportable to the Department's accountability system.*

ISAT English Language Arts and Literacy (ELA)

Students in grades 3-8 and 11 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).[3] These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. ISAT Math and ELA comprise key elements of Idaho's school accountability system.

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

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

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

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

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

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.

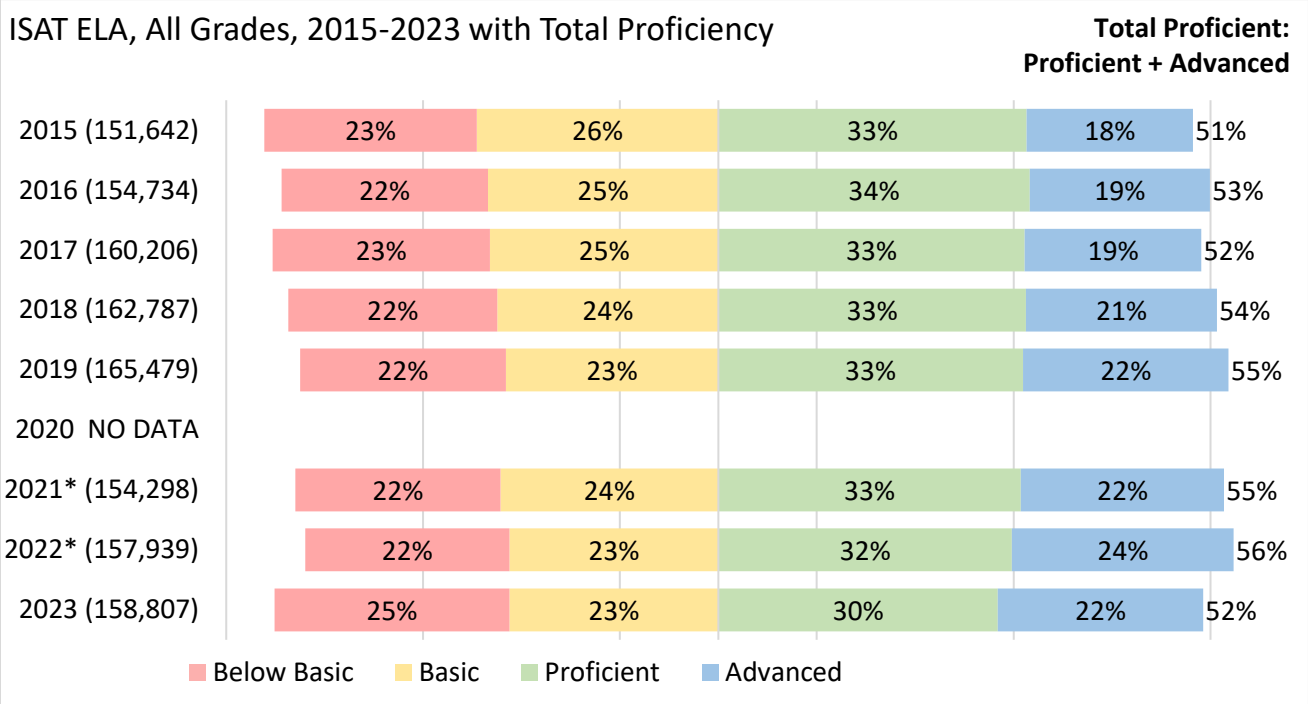
Data Considerations

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores are in development, the shortened blueprint does not offer claim-level scores. Idaho used shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores. The graphs below show the performance of students in grades 3-8 and high school (grade 10 through 2022, grades 10 and 11 in 2023), across the four achievement levels. As of 2023, the high school ISAT was taken in Grade 11 and evaluated against Grade-11 standards. Two other features were added: (1) students could use a "banked" ISAT score from a prior high school year's test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade-10 or other high school students could take the Grade-11 ISAT for banking, if they had completed relevant curriculum. Please see Accountability Business Rules or Appendix I for details.

ISAT ELA Performance, All Grades

Figure 20: ISAT ELA Performance All Grades, SYs 2015-2023

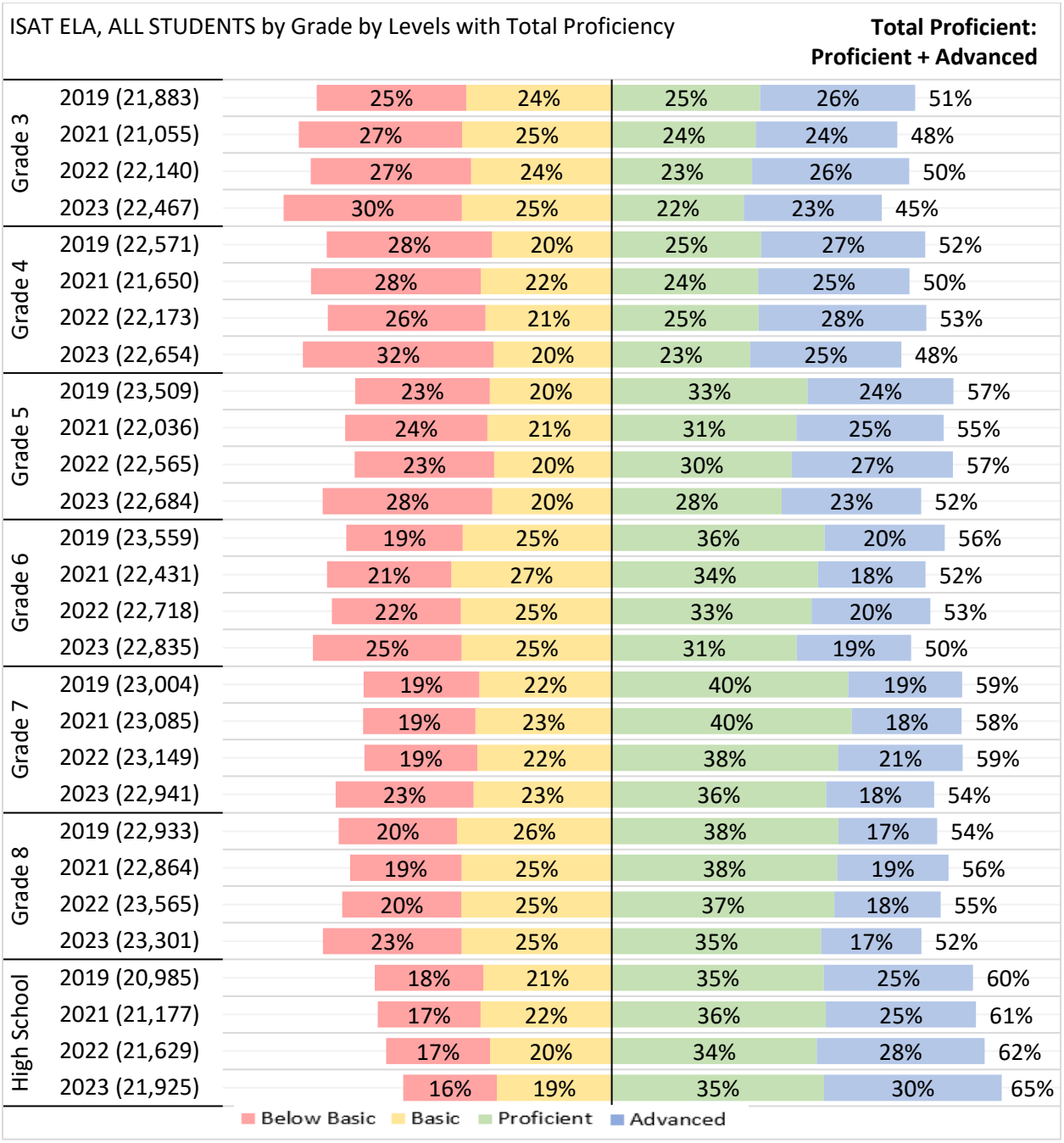


***Note**. Data are not available in 2020 because of COVID-related lapses in test-taking.*

** Both 2021 and 2022 ISAT were on the shortened blueprint.*

ISAT ELA Performance by Grade

Figure 21: ISAT ELA Performance by Grade SYs 2019, 2021*, 2022*, 2023

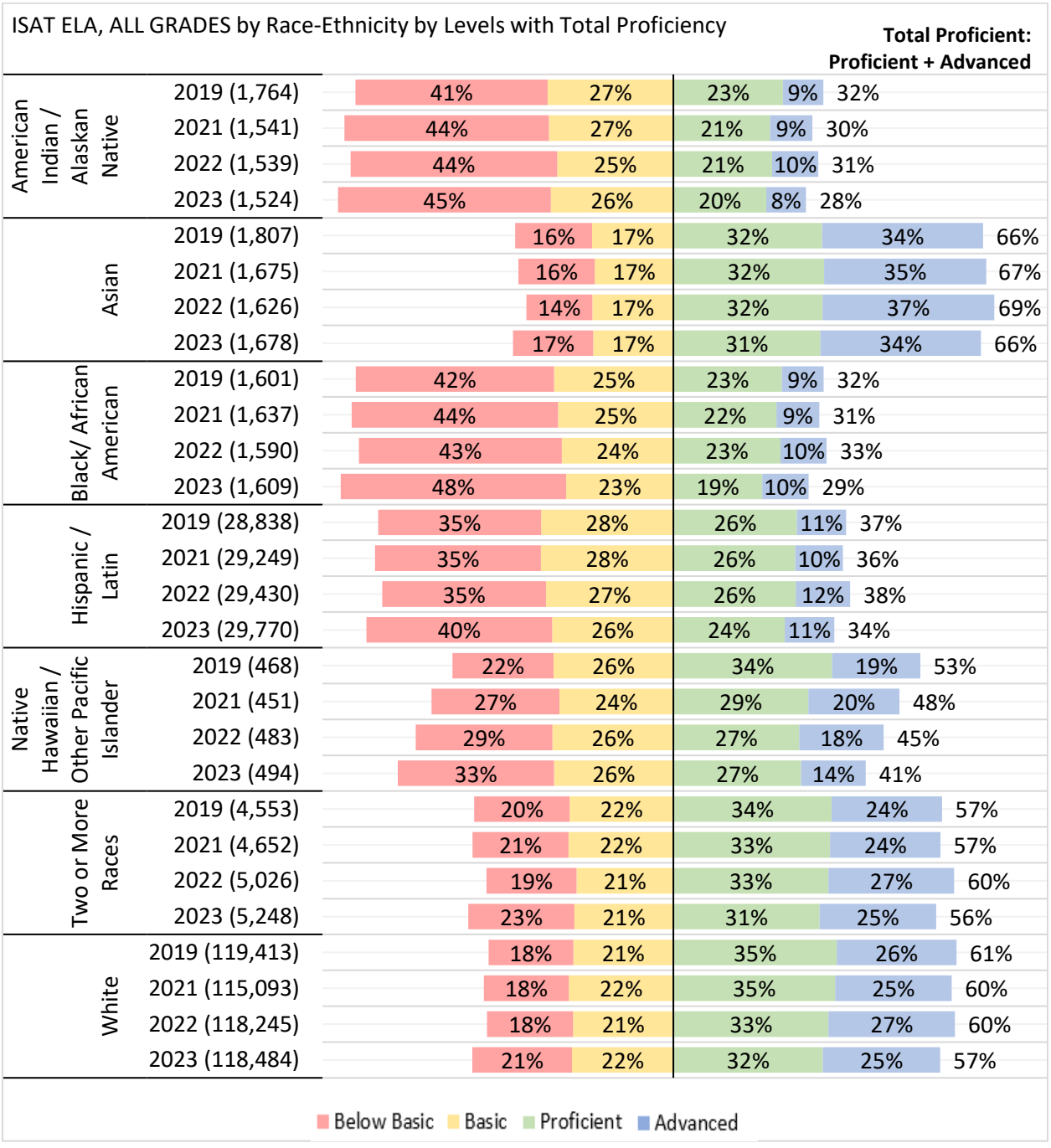


** Both 2021 and 2022 ISAT were on the shortened blueprint.*

ISAT ELA Performance by Race and Ethnicity

As seen in this graph, every race-ethnicity group lost between two (2) and four (4) percentage points in proficiency rate since last year, with greater losses occurring in more of the lower-performing groups.

Figure 22: ISAT ELA Performance by Race and Ethnicity in 2019, 2021*, 2022*, 2023

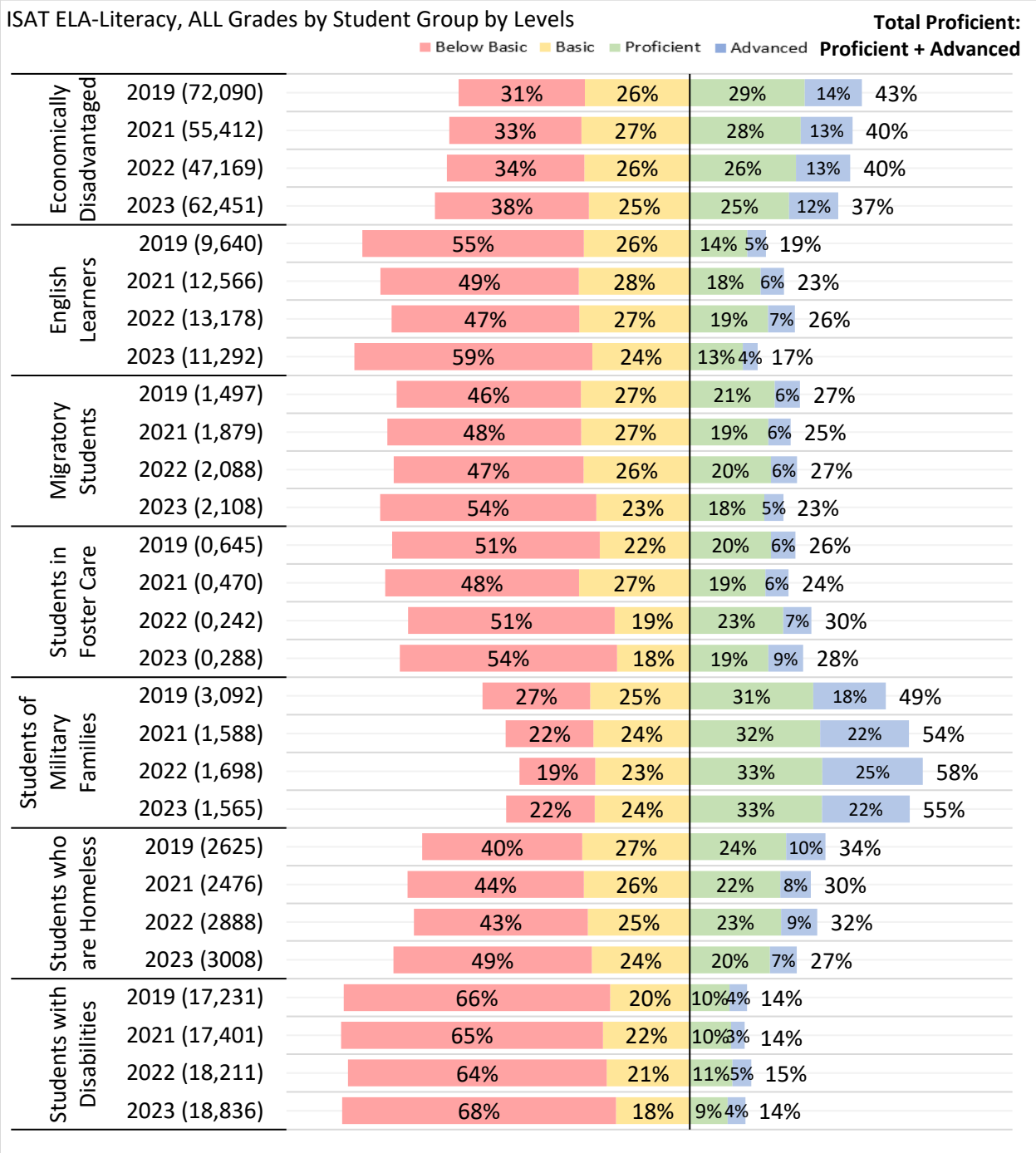


** Both 2021 and 2022 ISAT were on the shortened blueprint.*

ISAT ELA Performance by Student Group

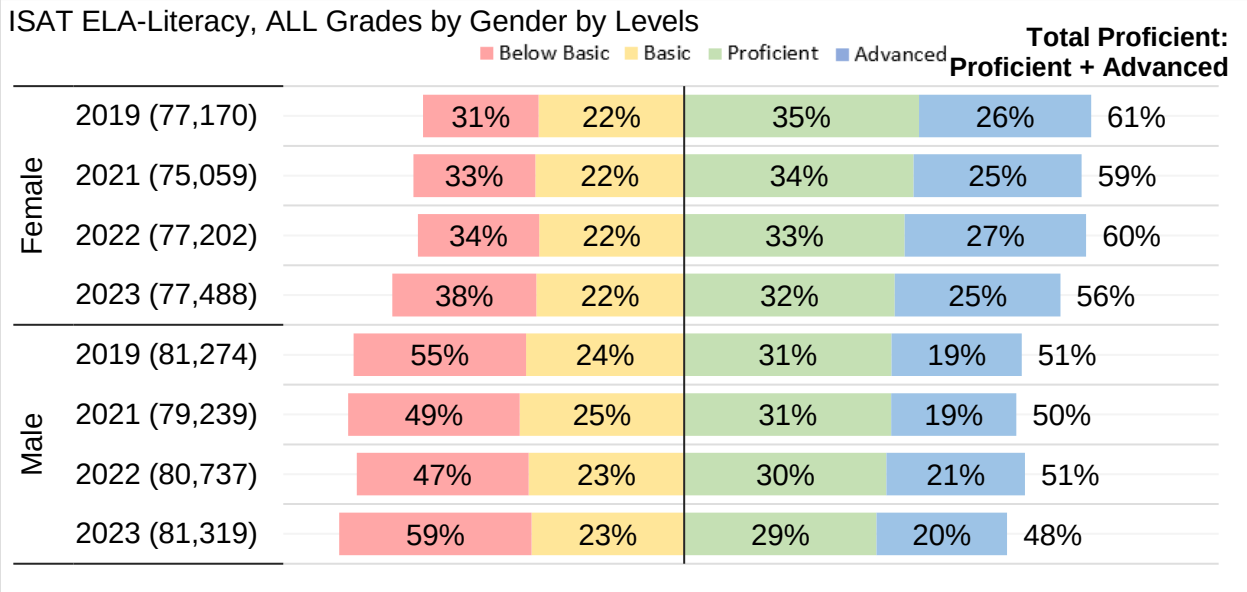
As seen in this graph, every student group declined in proficiency rate since last year, losing 1-7 percentage points. The greatest losses were among migrant students and those experiencing homelessness.

Figure 23: ISAT ELA Performance by Student Groups in 2019, 2021*, 2022*, 2023



** Both 2021 and 2022 ISAT were on the shortened blueprint.*

Figure 24: ISAT ELA by Student Groups in 2019, 2021*, 2022*, 2023



** Both 2021 and 2022 ISAT were on the shortened blueprint.*

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

Figure 25 compares ISAT ELA performance of one cohort of all Idaho students across two years. Each vertical, stacked bar includes all the students in the cohort who started at a specific ISAT ELA proficiency level in 2022: the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar show where a student was in 2023, e.g., 67% who started Below Basic in 2022 were still there in 2023 (red section, first bar).

This analysis only includes grades 4 through 8 in 2023 and grades 3 through 7 in 2022 because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2022 that was one grade below those included in 2023. Matching across time also loses students who move from the state or leave public schools.

Figure 25: ISAT ELA Proficiency Level in 2023 Per 2022 Starting Level

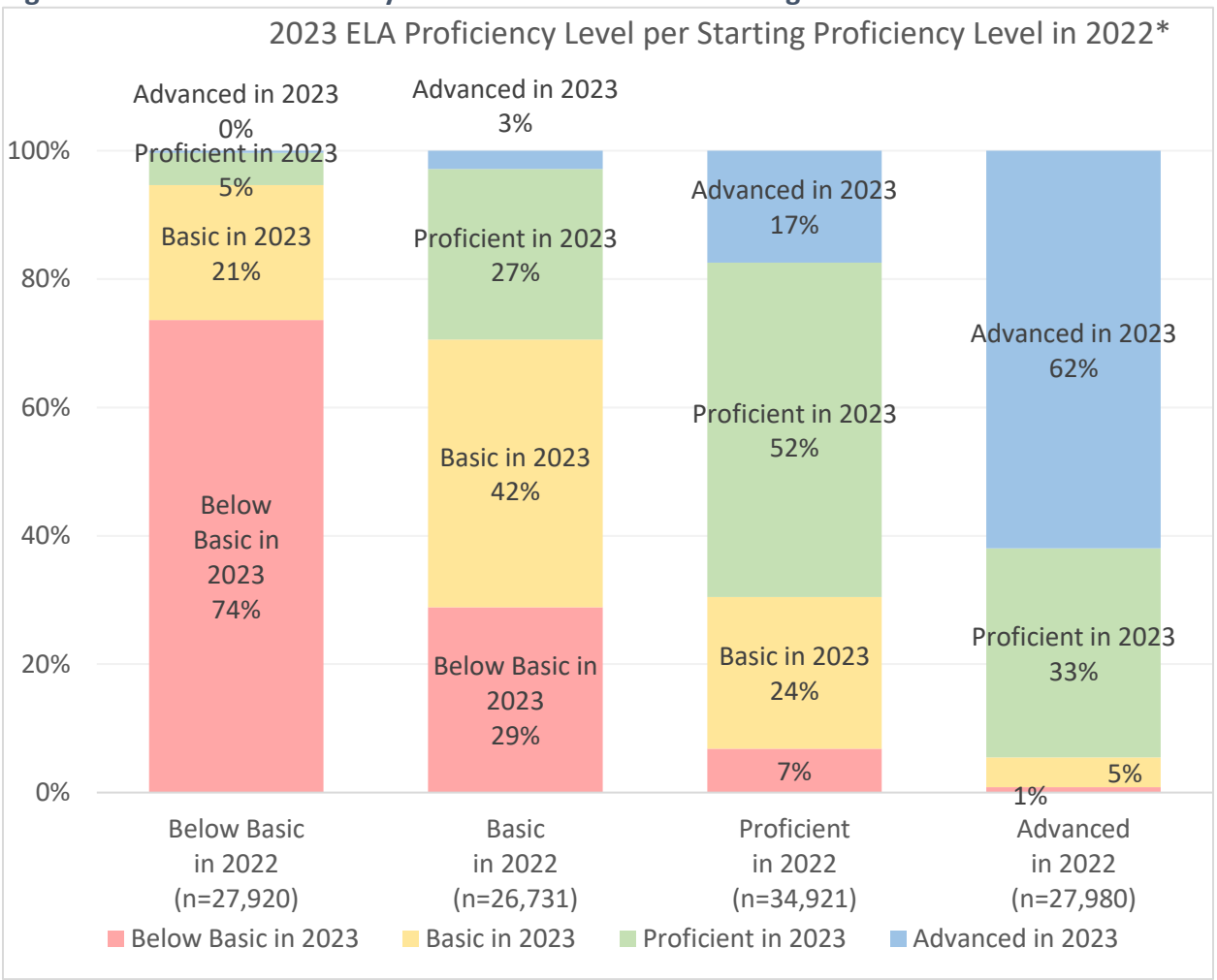


Figure 26 below from 2022 compares to the updated version for 2023, seen on the prior page.

Figure 26: ISAT ELA Proficiency Level in 2022 Per 2021 Starting Level

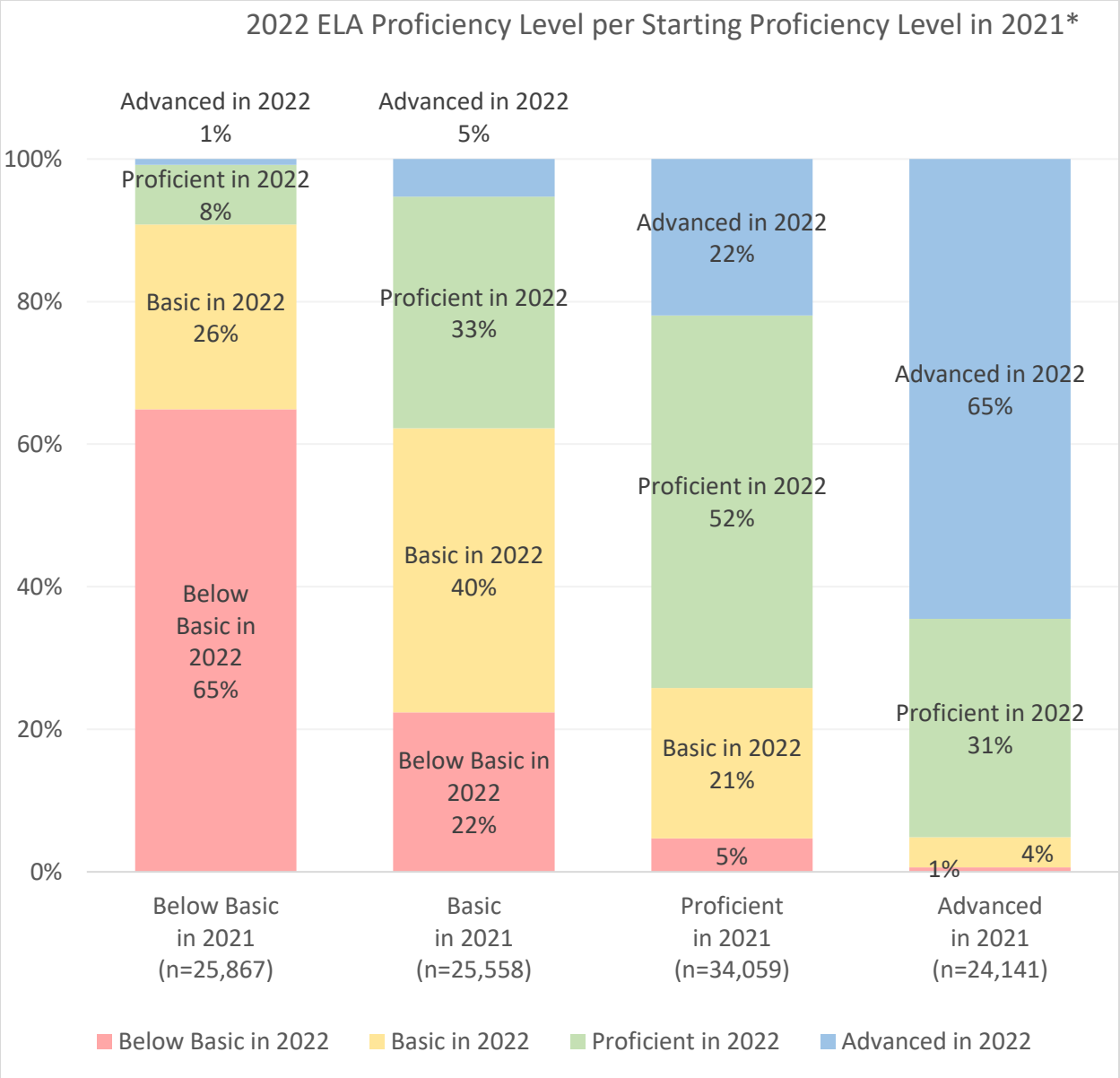
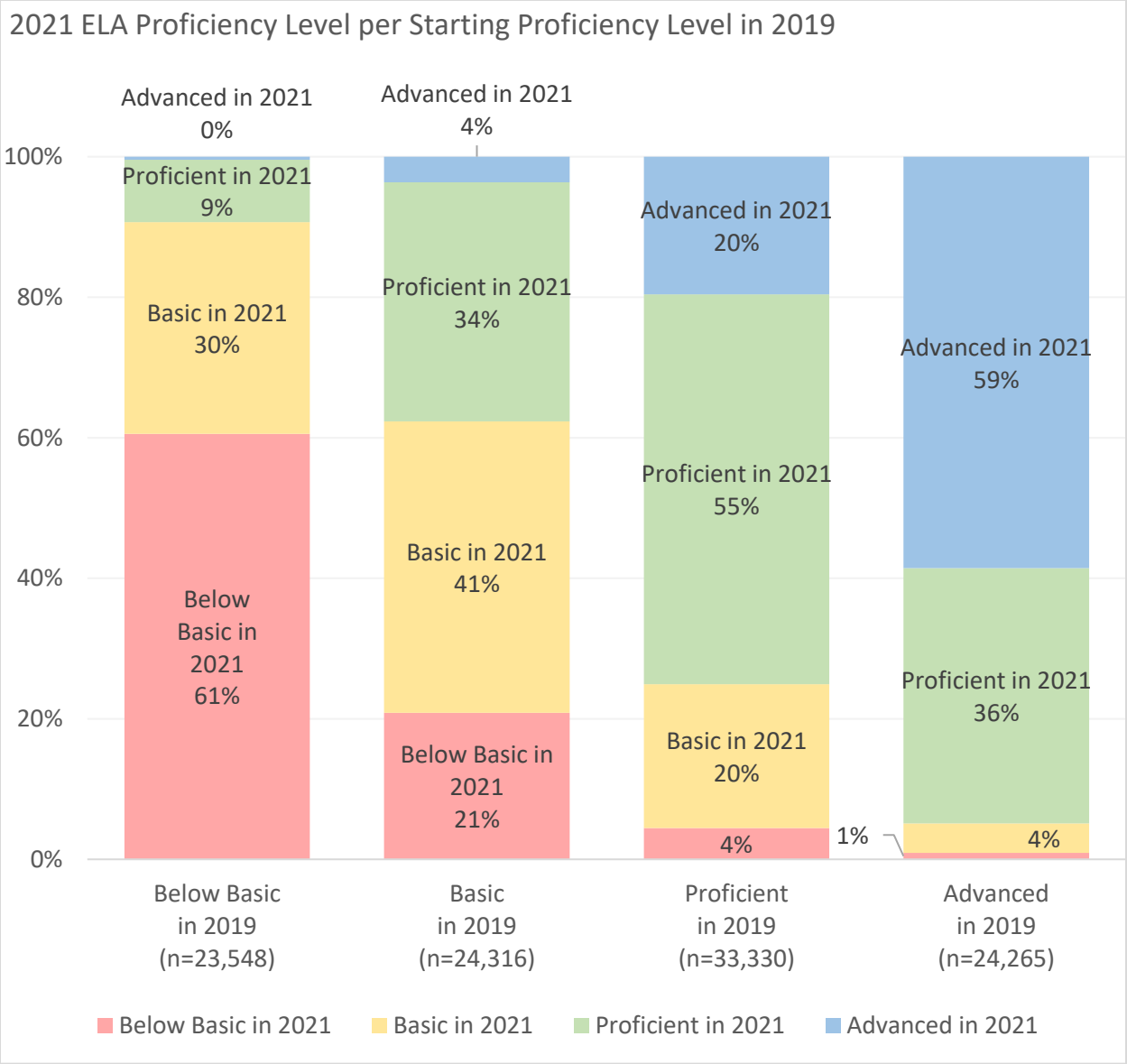


Figure 27 below from 2021 compares to the 2023 and 2022, seen on the prior pages.

Figure 27: ISAT ELA Proficiency Level in 2021 Per 2019 Starting Level



ISAT ELA Mean Performance Across the Years

This section compares the mean statewide ELA performance of Idaho students per year, across all grades, with the expected proficiency cut score of those students by comparing mean scale scores and mean expected scores.

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

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

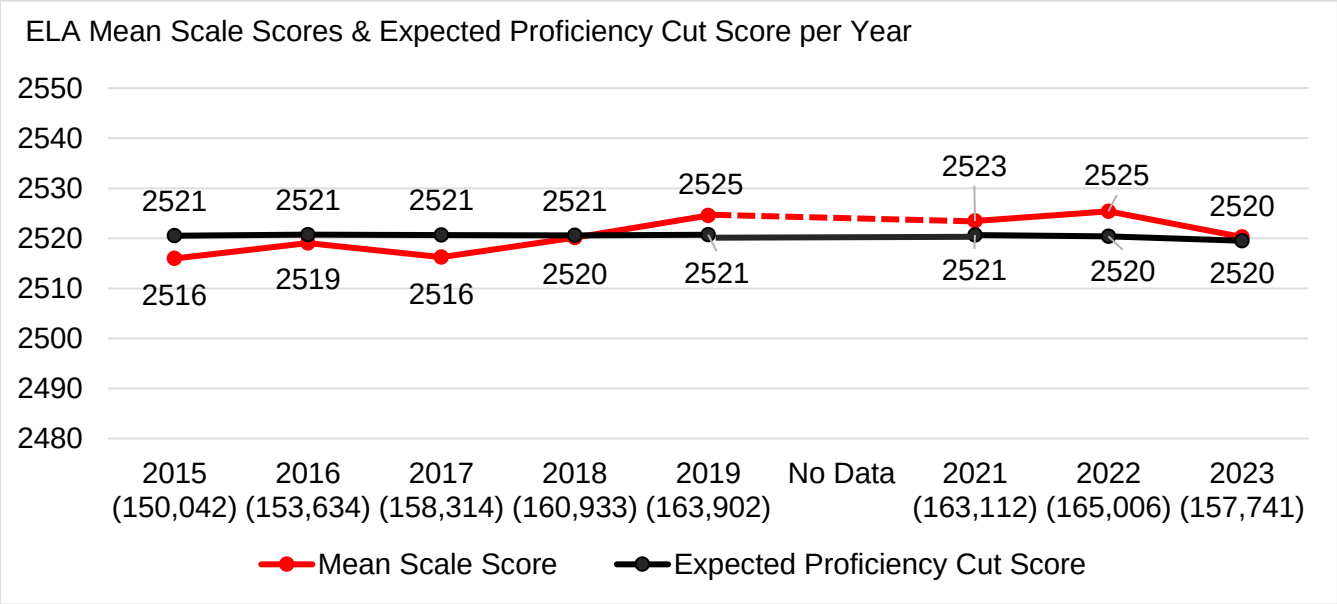
Calculation of expected mean cut score per year. A parallel method was used to calculate the expected cut score per year:

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

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

Figure 28 shows relatively stable means since COVID-19, except for a decline of five points this year. When analyses removed newly included 11th-graders from this year's mean and cut score, both dropped by three (3) points to 2017.

Figure 28: ISAT ELA Mean Scale Scores per Year



***Note**. This graph included just 10th graders through SY 2022, but it included both 10th-graders (14,680) and 11th-graders (7,118) in 2023, because students could use either grade's scores in their final year.*

No data were available in 2020 because of COVID-related lapses in testing.

Longitudinal Review of ISAT ELA Performance

The following graphs show cohort analyses of two student cohorts: those in Grade 7 in 2023 and those in Grade 8 in 2023. The analyses followed each group of students, starting in their 3rd grade and progressing through their cohort grade (either Grade 8 or Grade 7).

Method. The cohort analyses and graphs for 2023 were generated following the same process as the cohort analysis in 2022, with adjustments to the formatting and specific cohorts. Data were taken from all summative tests with claim scores in Idaho back to 2018. Students who took two summative tests in one school year or who repeated a grade across school years were removed from the dataset. Test scores for individual students were linked across years using the student identification variable.

The different cohorts for ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year. Those years appear in Table 1. Shaded areas indicate that no testing was performed in 2020 because of COVID-19.

Table 1: Cohort Test Grades and Years for 2022-23 Analysis

Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year
8	2023	7	2023
7	2022	6	2022
6	2021	5	2021
5	2020	4	2020
4	2019	3	2019
3	2018		

Note: No testing in 2020 because of COVID-19.

For each of the two ELA cohorts, the same analysis was performed:

1. Calculate the mean overall and mean claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.

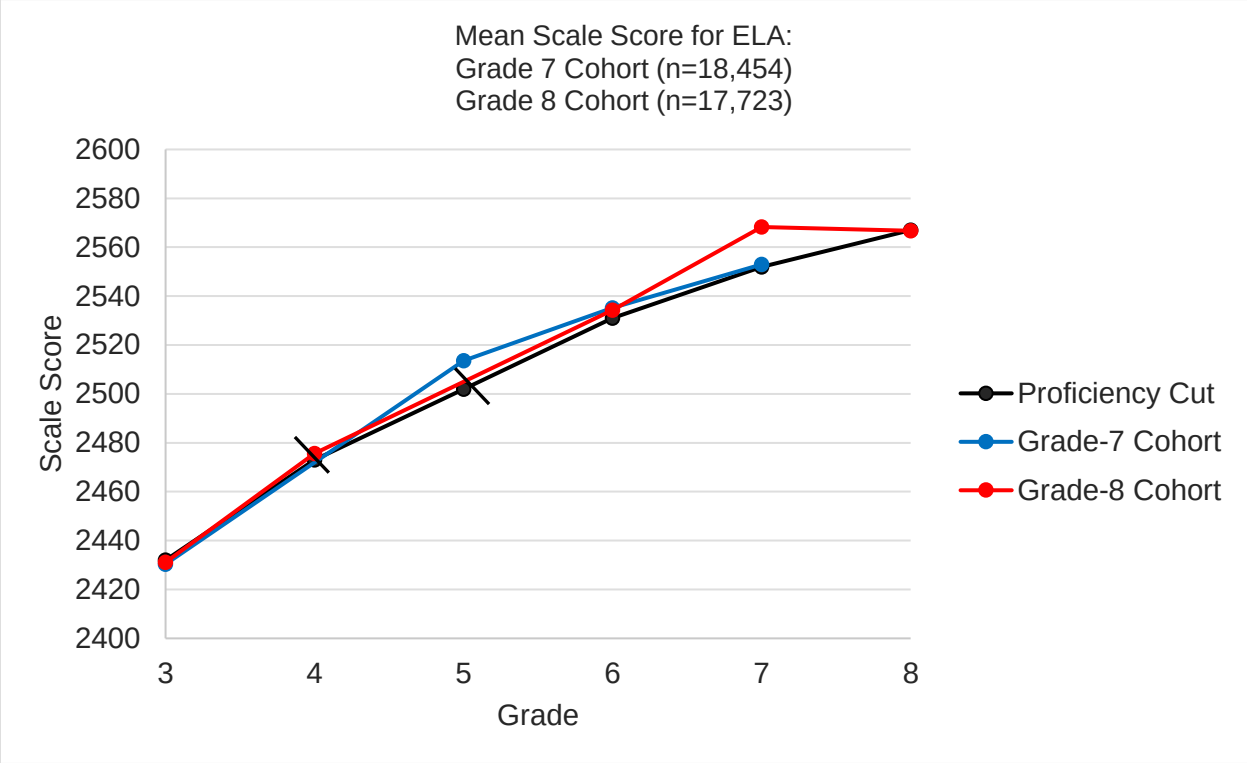
Three plots in total were generated.

1. Grade-8 cohort graph with overall, claim scores, and proficient cut—the same formatting as plots from last year.
2. Overall score and proficiency cut score with Grade-7 and Grade-8 cohorts (no claim scores). In this graph, there are three lines (two overall score lines for the two cohorts and the proficiency cut line).

A slash line "****" symbol appears over years with missing data in the plots to indicate the lack of data for that year.

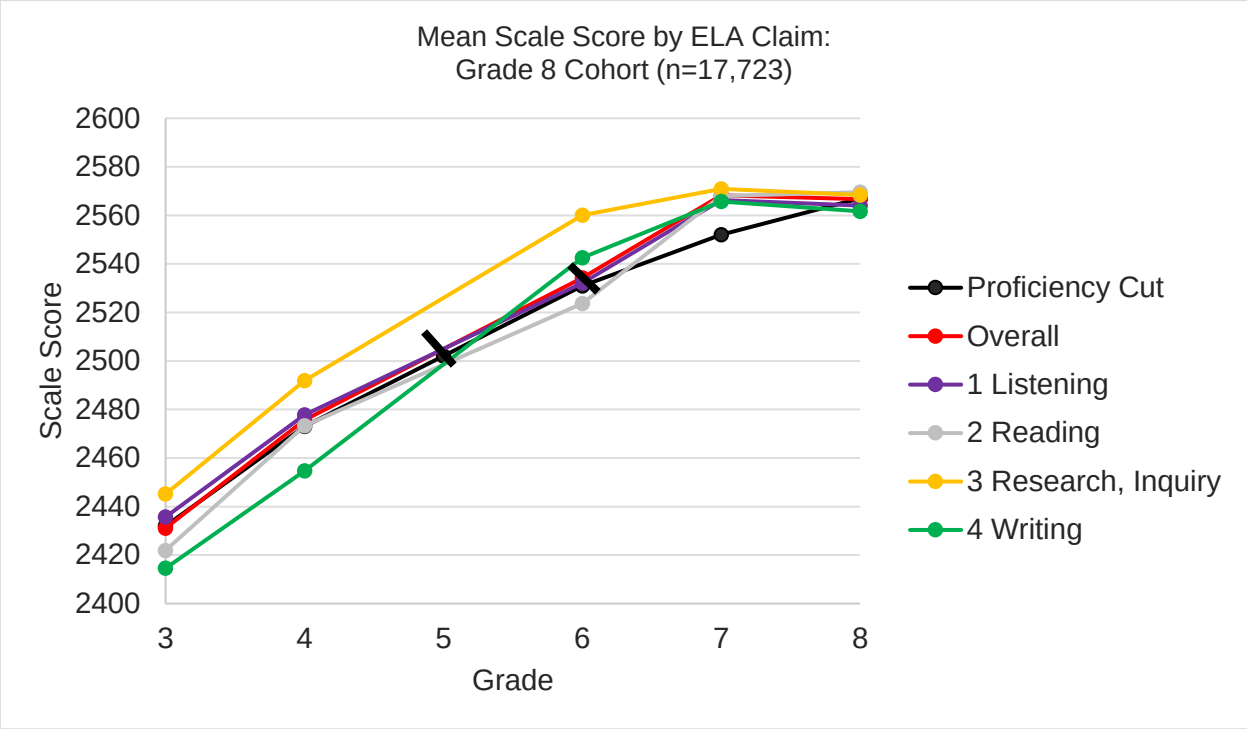
ISAT ELA Longitudinal Analysis – Two Cohorts Compared to Proficiency Cut Score

Figure 29: ISAT-ELA Longitudinal Analysis – 2023 Grade 7 & 8 Cohorts



ISAT ELA Longitudinal Analysis – Overall and Claim Scores 2023 for 8th Grade Cohort Compared to Proficiency Cut Score

Figure 30: ISAT ELA Longitudinal Analysis by Claims – 2023 Grade-8 Cohort



ELPA

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based English language instruction educational program. The WIDA Screener for Kindergarten and the WIDA Screener (second semester grade 1-12), is used to identify newly enrolled, potential English learners for additional language support services. After identification, Idaho English learners (ELs) participate annually in a standardized statewide English language proficiency assessment (ACCESS for ELLs/WIDA Alternate ACCESS) to monitor academic English language growth in four language domains: Reading, Writing, Listening, and Speaking. ACCESS for ELLs is typically administered in the last week of January to the first week in March.

ACCESS for ELLs delivers proficiency level scores ranging from 1.0 to 6.0 for students in kindergarten through grade 12. Proficiency levels are reported under the following domain and composite scores: Reading, Writing, Listening, Speaking, Oral Proficiency, Comprehension, Overall, and Literacy. Idaho has based screening and exit criteria on these proficiency level scores since 2016.

Data Considerations

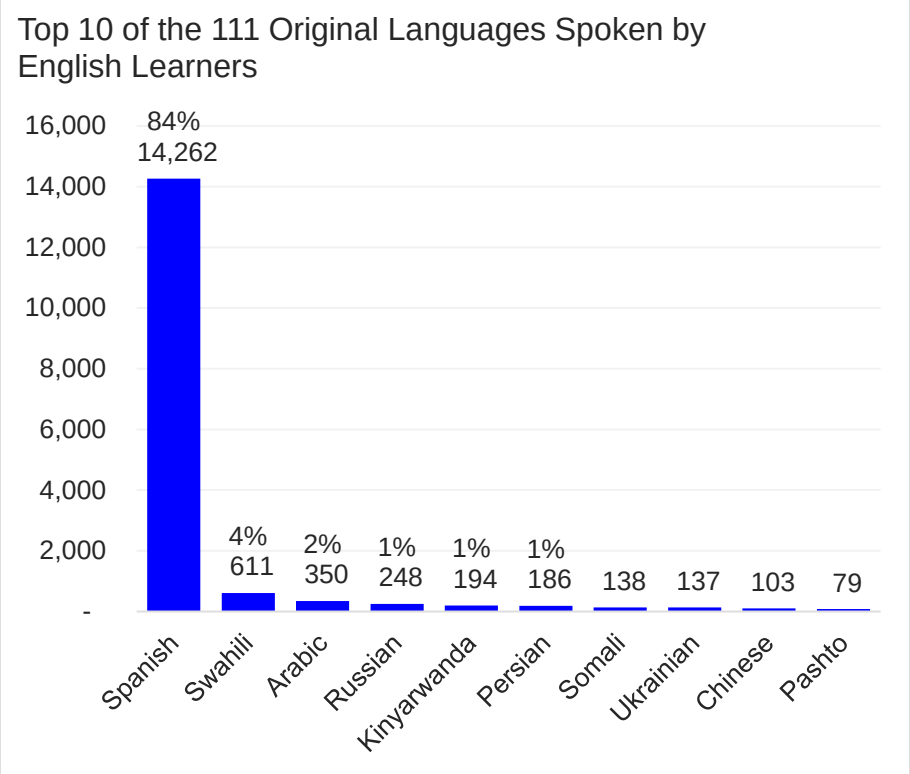
In 2017, the Department slightly lowered the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for exiting the program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS for ELLs performance levels and ISAT ELA performance, the Department 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[4].

[4] 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.

Languages of Origin Spoken by English Learners

Neary 85% of English learners speak Spanish in Idaho.

Figure 31: Top 10 Languages of Origin Spoken by English Learners, 2023

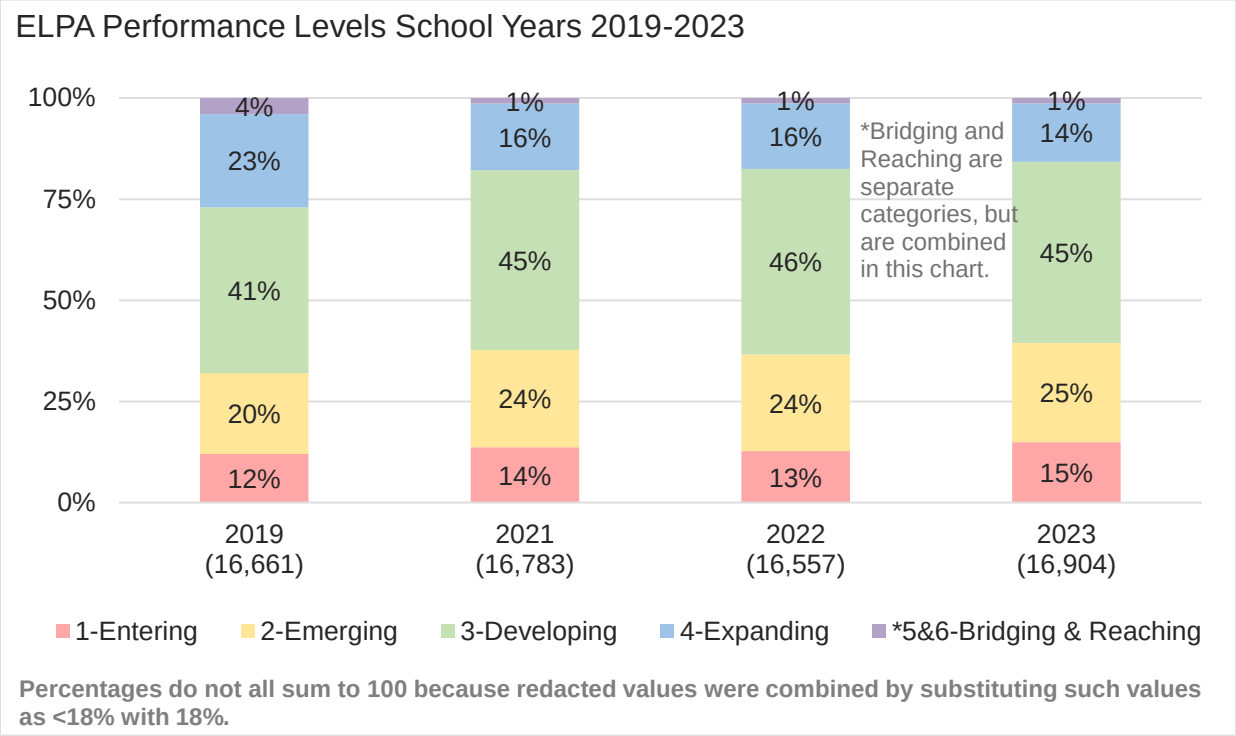


ELPA Performance, All Grades

Figure 32 shows that from 2019 through 2023, the proportions of English learners in each proficiency level remained relatively stable, considering the exit criteria applied in 2020[5].

The relative stability since 2021 included slightly more in the two middle categories – Emerging and Developing – and slightly fewer in the top two categories.

Figure 32: English Learners' (ELs) ELPA Performance, 2019-2023



Percentages do not all sum to 100 because redacted values were combined by substituting such values as <18% with 18%.

[5] In 2021, the total proportion of ELs in Expanding and Bridging declined by 12 percentage points, mostly because of the modified exit criteria applied in 2020.

ELPA Performance by Grade

Figure 33: ELs' ELPA Performance by Grade, 2019-2023

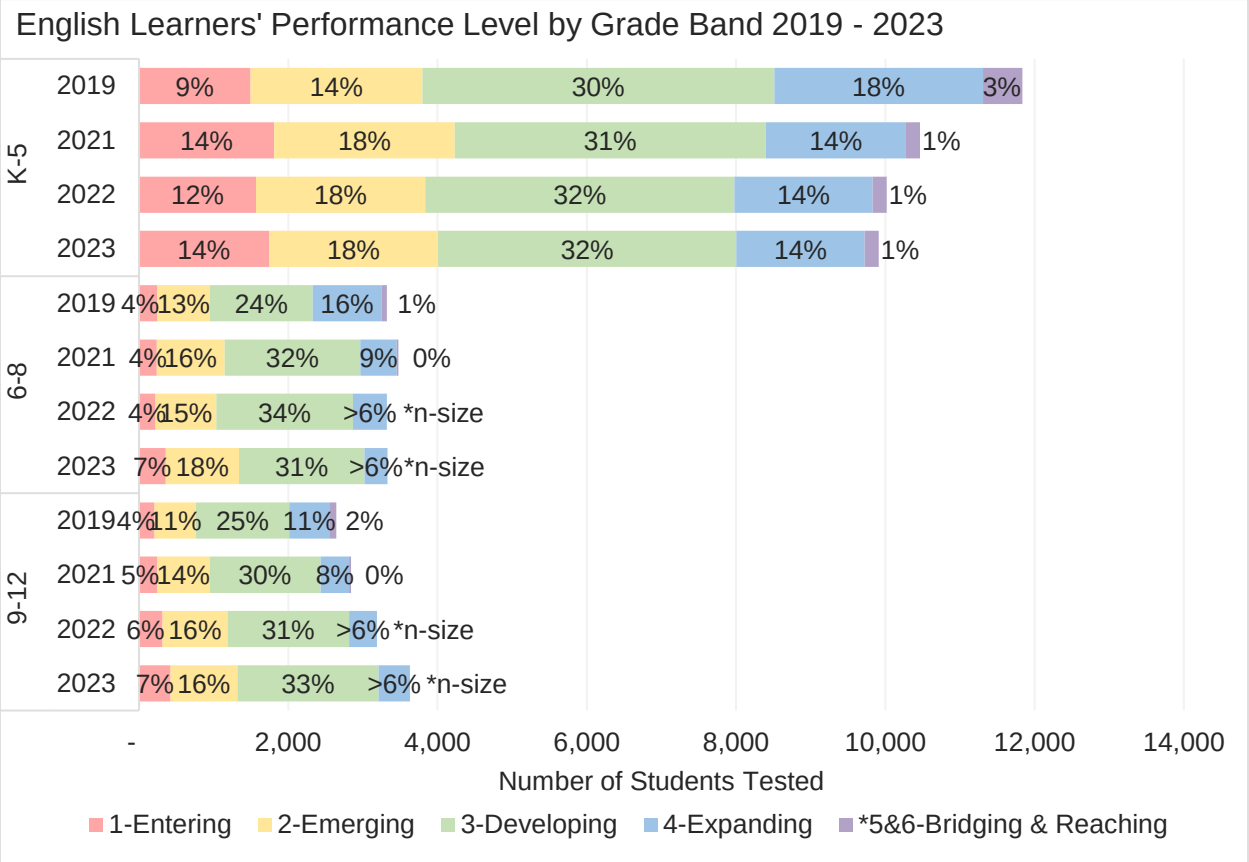
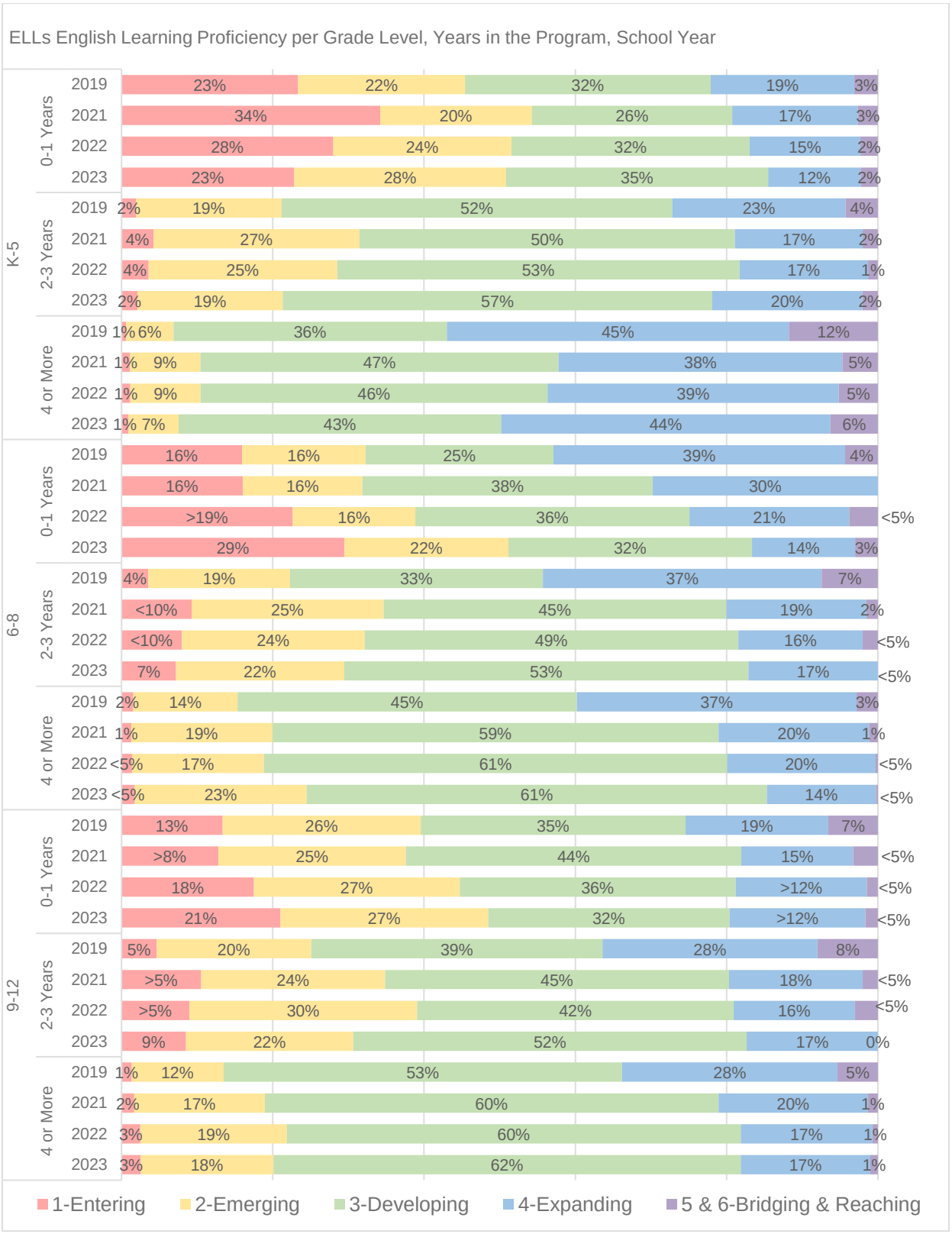


Figure 34: ELs' ELPA Performance by Grade and Years in the Program, 2019-2023 (new 2023, S22)



ELPA Cohort Analysis

This analysis followed those English learners who were in kindergarten in the 2019-20 school year for the subsequent four years for their ELPA performance trend. Students who entered or exited the cohort between the school year 2020-21 and 2022-23, who did not advance their grade level chronologically, who participated in Alternate Assessment, or who missed one or more administration are not included in this analysis. Similarly, the same analysis was conducted for the 2023 4th grade cohort and 2023 11th grade cohort.

Figure 35: ELPA Performance for 2023 Grade 3 Cohort

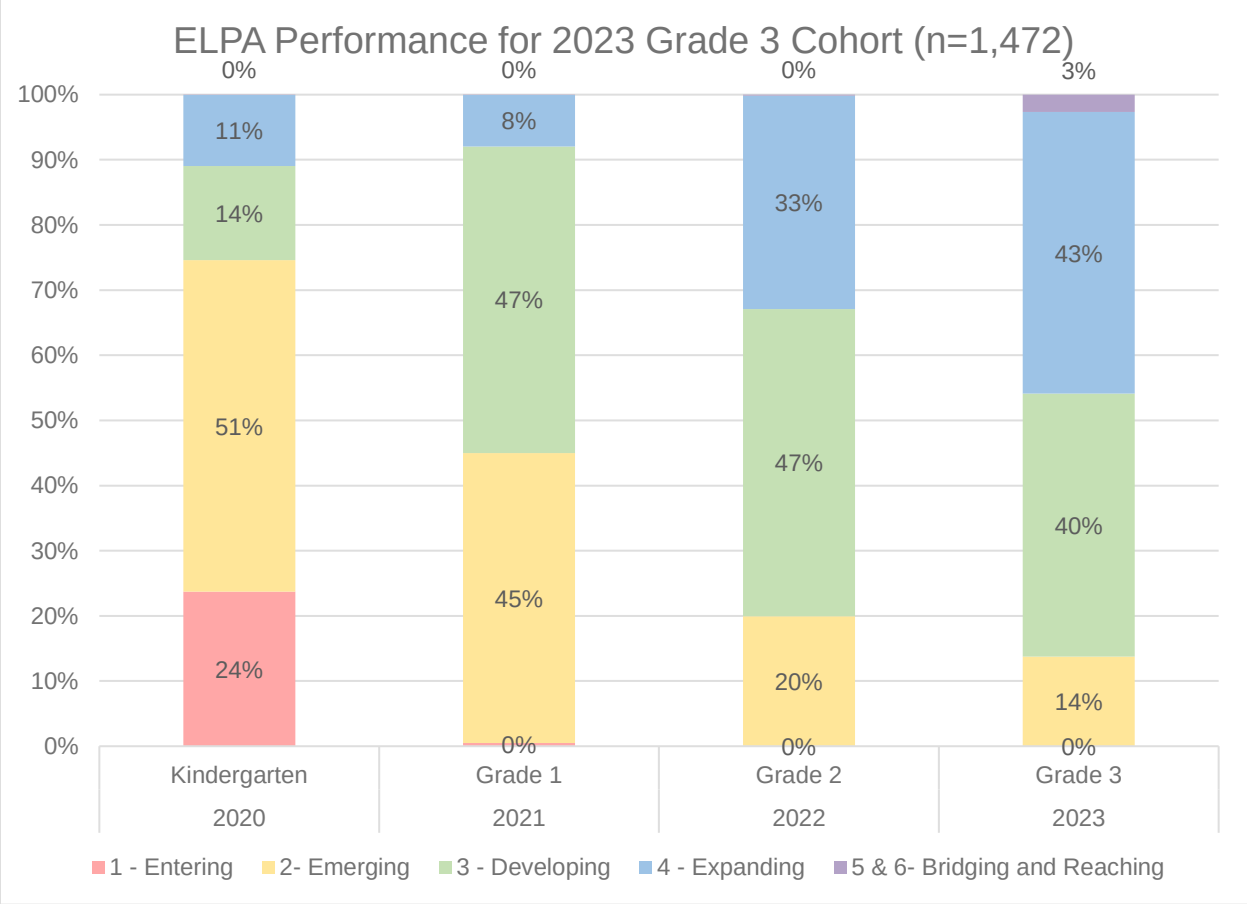


Figure 36: ELPA Performance for 2023 Grade 7 Cohort

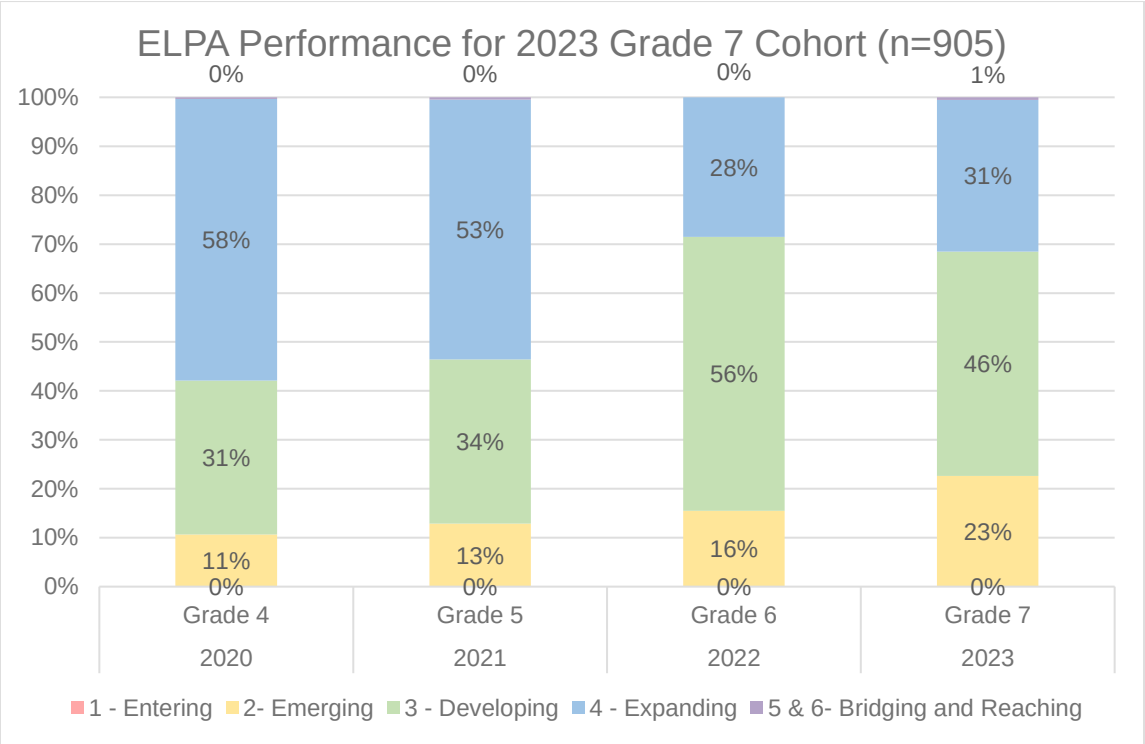
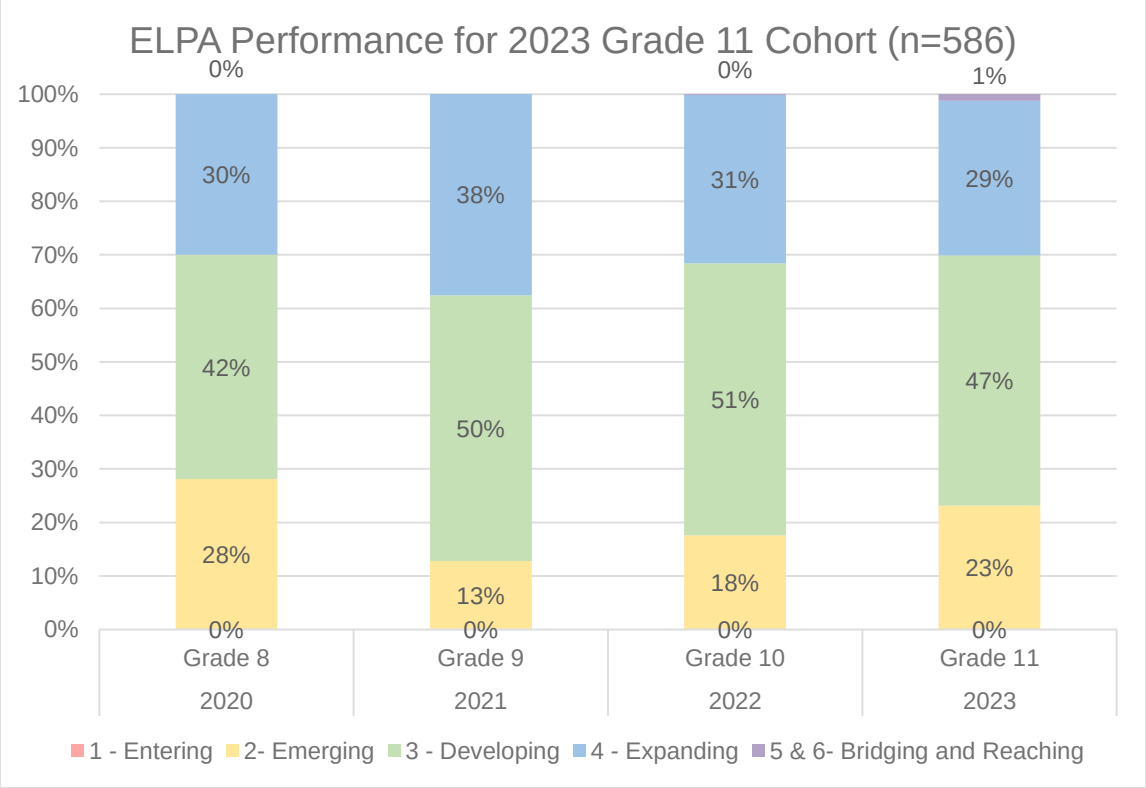


Figure 37: ELPA Performance for 2023 Grade 11 Cohort



MATHEMATICS

Idaho students are tested in mathematics using the Idaho Standards Achievement Test (ISAT).

ISAT Math

Students in grades 3-8 and 11 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in Mathematics (Math).[6] These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. ISAT Math comprises a key element of Idaho's school accountability system.

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

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

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

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

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

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.

Data Considerations

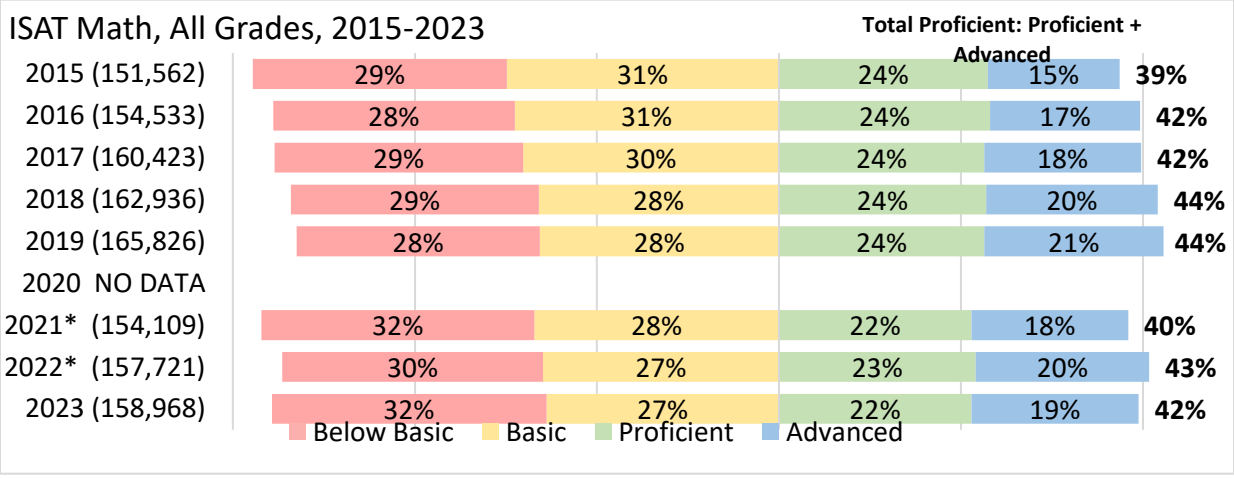
The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores are in development, the shortened blueprint does not offer claim-level scores. Idaho used shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

After students take the ISAT Math assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores. The graphs below show the performance of students in grades 3-8 and high school (grade 10 through 2022, grades 10 and 11 in 2023), across the four achievement levels. As of 2023, the high school ISAT was taken in Grade 11 and evaluated against Grade-11 standards. Two other features were added: (1) students could use a "banked" ISAT score from a prior high school year's test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade-10 or other high school students could take the Grade-11 ISAT for banking, if they had completed relevant curriculum. Please see Accountability Business Rules or Appendix I for details.

ISAT Math Performance, All Grades

This section reviews ISAT-Math achievement in Idaho.

Figure 38: ISAT Math Performance, All Grades, SYs 2015-2023

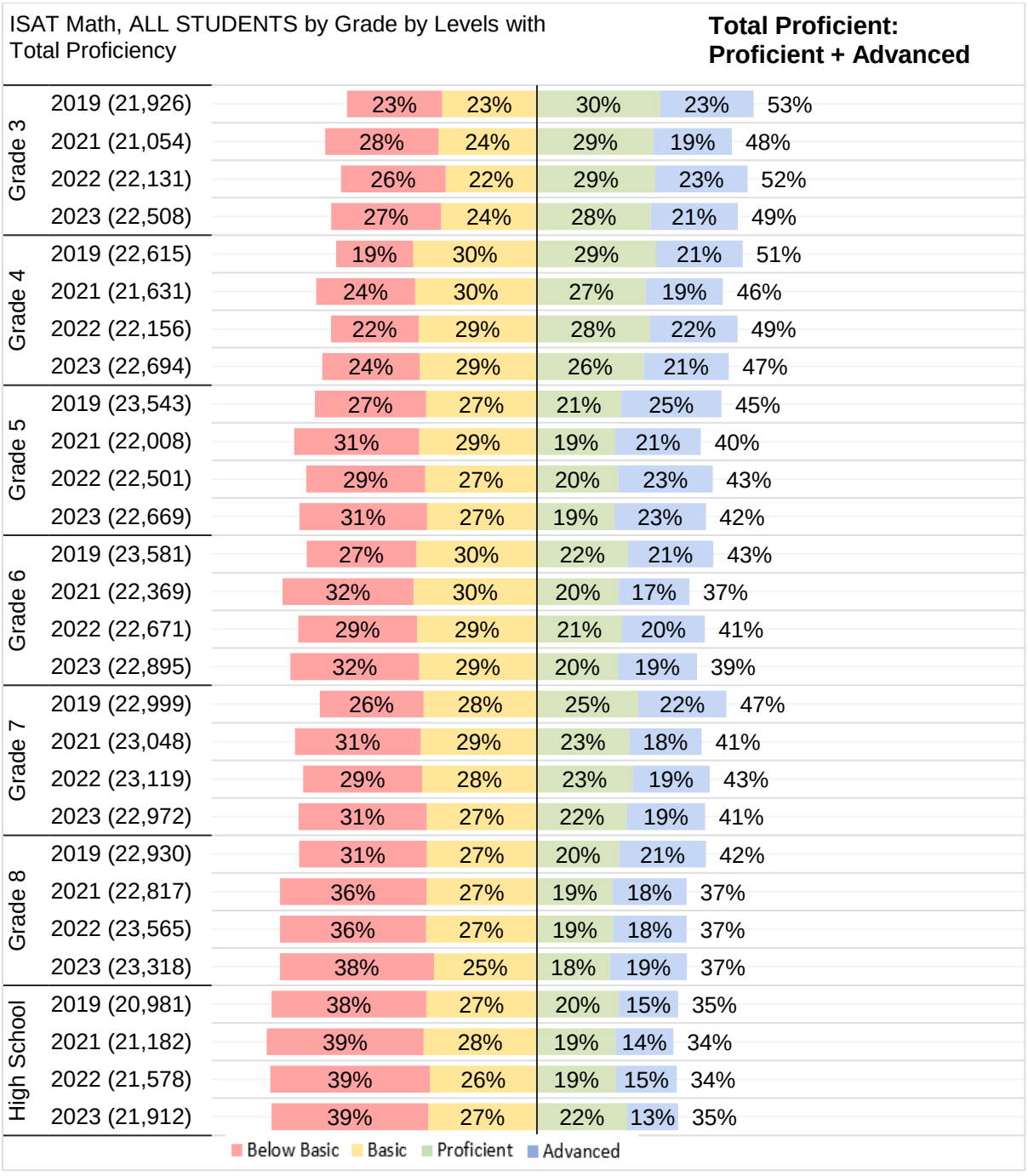


Note. Data are not available in 2019-20 because of COVID-related lapses in test-taking.

** Both 2021 and 2022 ISAT were on the shortened blueprint.*

ISAT Math Performance by Grade

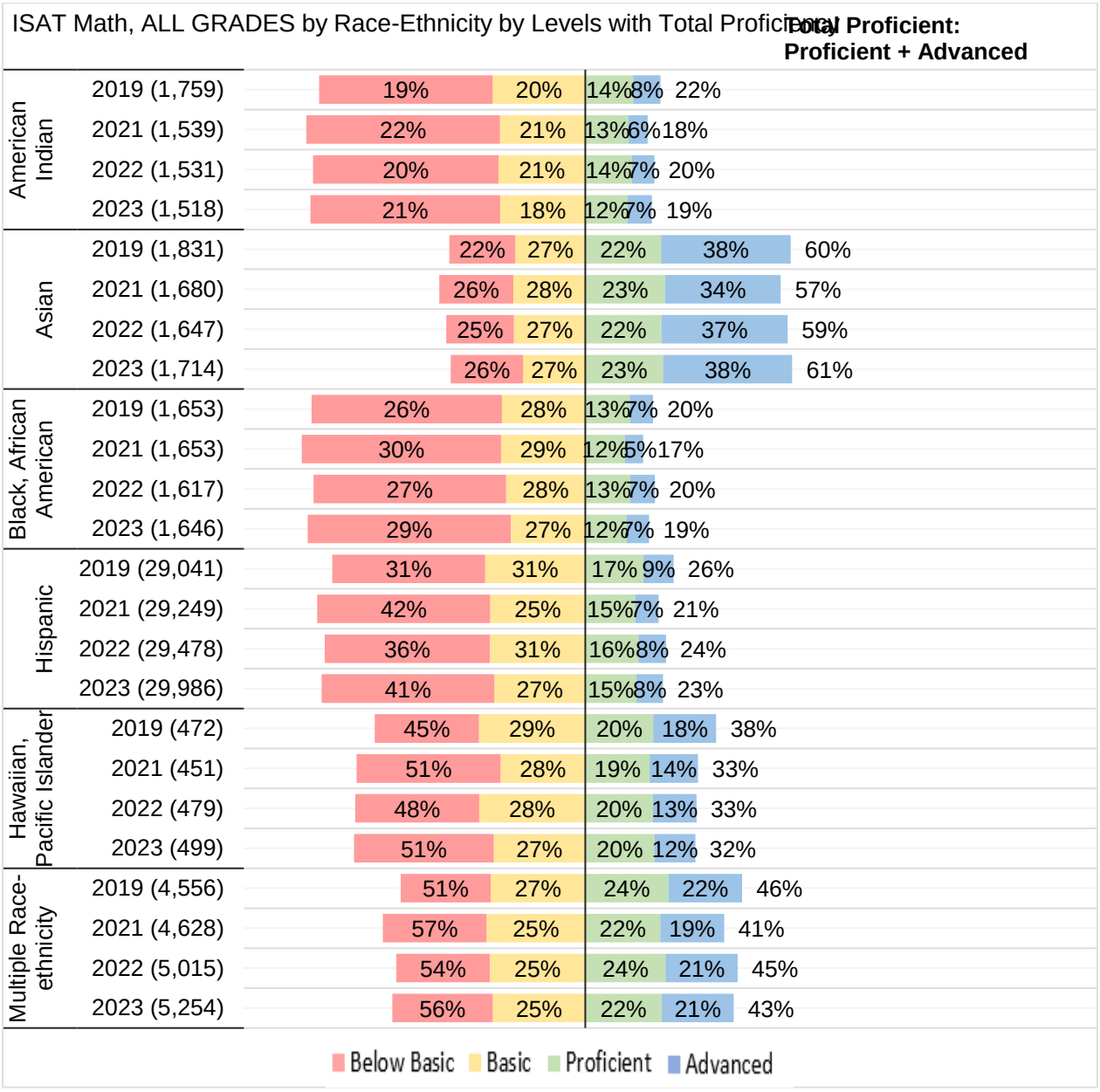
Figure 39: ISAT Math Performance by Grade across Years



** Both 2021 and 2022 ISAT were on the shortened blueprint.*

ISAT Math Performance by Race-Ethnicity

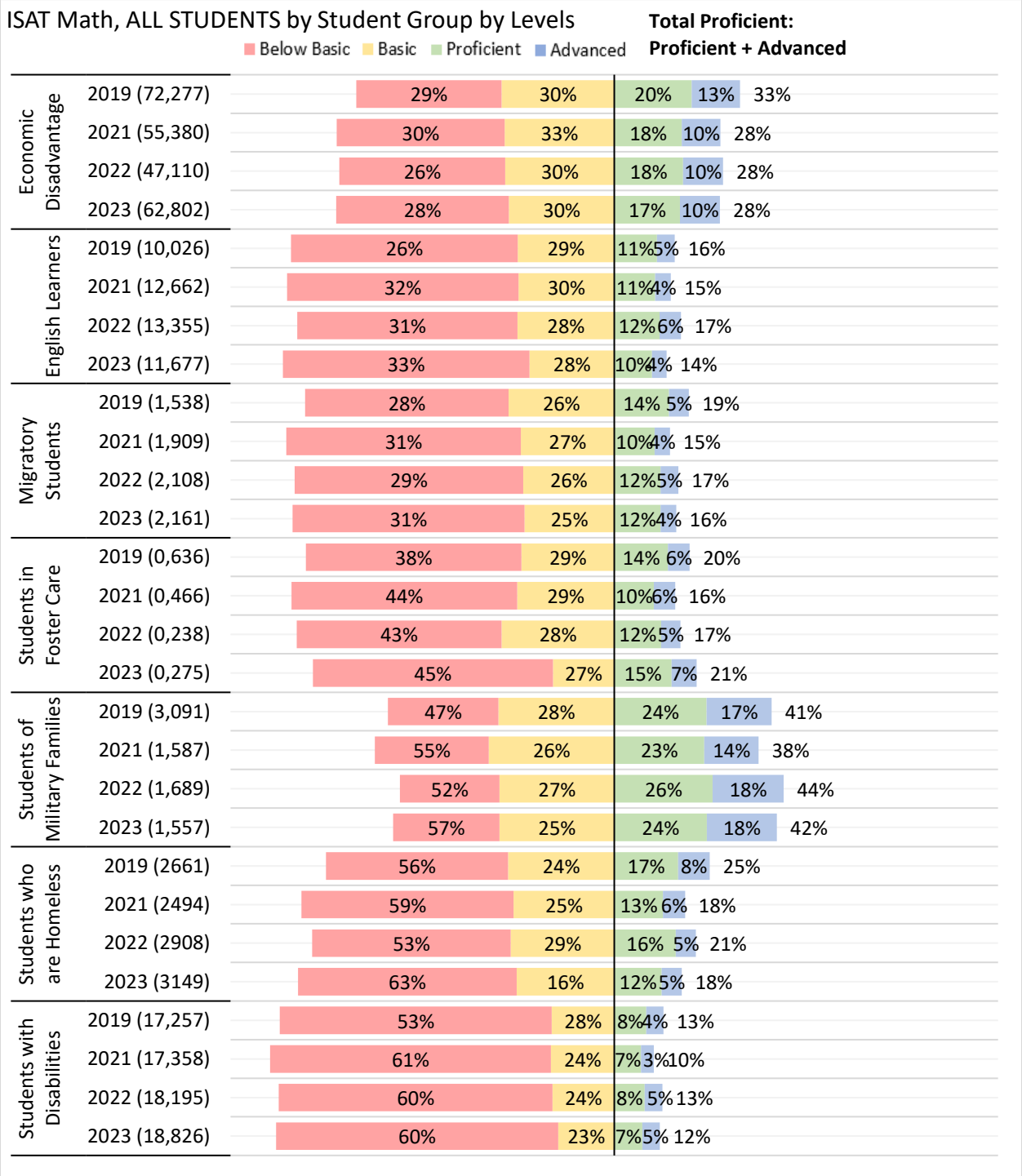
Figure 40: ISAT Math Performance by Race-Ethnicity across Years (23_S25)



** Both 2021 and 2022 ISAT were on the shortened blueprint.*

ISAT Math Performance by Student Group

Figure 41: ISAT Math Performance by Student Group across Years



Note. Data are not available because of COVID-related lapses in test-taking.

** Both 2021 and 2022 ISAT were on the shortened blueprint.*

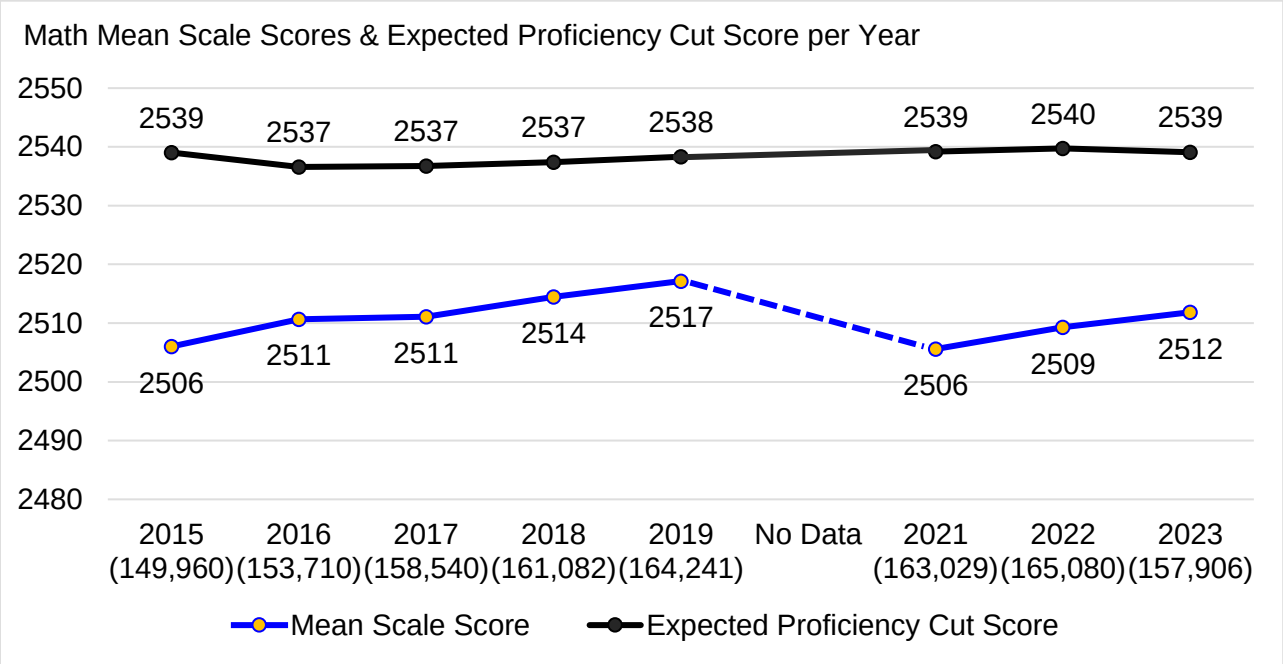
Idaho students' achievement in math is measured annually in the Spring summative ISAT Math assessment. After students take the ISAT Math assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance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

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

ISAT Math Average Performance Across the Years

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

Figure 42: ISAT Math Mean Scale Scores across Years



***Note**. This graph included just 10th-graders through 2022 but included both 10th-graders (12,615) and 11th-graders (9,173) in the final grade in 2023. This change made a difference in the distance to the cut score in 2023, (27 points instead of 24), and it lowered both the cut score (to 2534) and the Idaho mean scale score (to 2509).*

No data are available in 2020 because of COVID-related lapses in testing.

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

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

Calculation of expected mean cut score per year. A parallel method was used to calculate the expected cut score per year:

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

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

Longitudinal Review of ISAT Math Performance

The following graphs show cohort analyses of two student cohorts: those in Grade 7 in 2023 and those in Grade 8 in 2023. The analyses followed each group of students, starting in their 3rd grade and progressing through their cohort grade (either Grade 8 or Grade 7).

Method. The cohort analyses and graph for 2023 were generated following the same process as the cohort analysis in 2022, with adjustments to the formatting and specific cohorts included. Data were taken from all summative tests with claim scores in Idaho going back to 2018. Students who took two summative tests in one school year or who repeated a grade across school years were removed from the dataset. Test scores for individual students were linked across years using the student identification variable.

The different cohorts for Math were then formed separately by selecting all students who had summative tests for the corresponding grade in each year. Those years appear in Table 2. Shaded areas indicate that no testing was performed in 2020 because of COVID-19.

Table 2: Cohort Test Grades and Years for 2022-23 Analysis

Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year
8	2023	7	2023
7	2022	6	2022
6	2021	5	2021
5	2020	4	2020
4	2019	3	2019
3	2018		

Note: No testing in 2020 because of COVID-19.

For each of the two Math cohorts, the same analysis was performed:

3. Calculate the mean overall and mean claim scores for each year.
4. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.

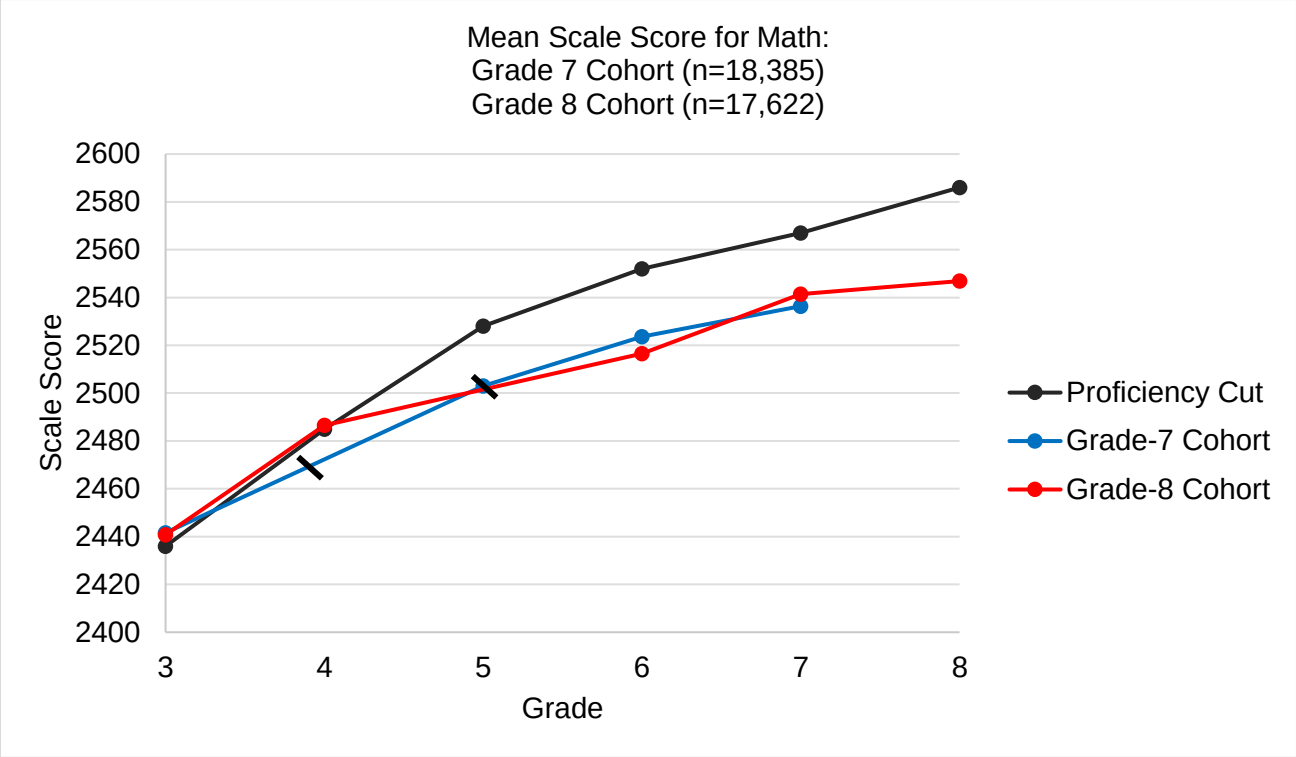
Three plots in total were generated.

3. Overall score and proficiency cut score with Grade-7 and Grade-8 cohorts. In this graph, there are three lines (two overall score lines for the two cohorts and the proficiency cut line)

A slash line "\" symbol appears over years with missing data in the plots to indicate the lack of data for that year.

ISAT Math Longitudinal Analysis – Two Cohorts Compared to Proficiency Cut Score

Figure 43: ISAT Math Longitudinal Analysis – 2023 Grade 7 & 8 Cohorts (23_S26)



HIGH SCHOOL GRADUATION RATES AND GO-ON RATES

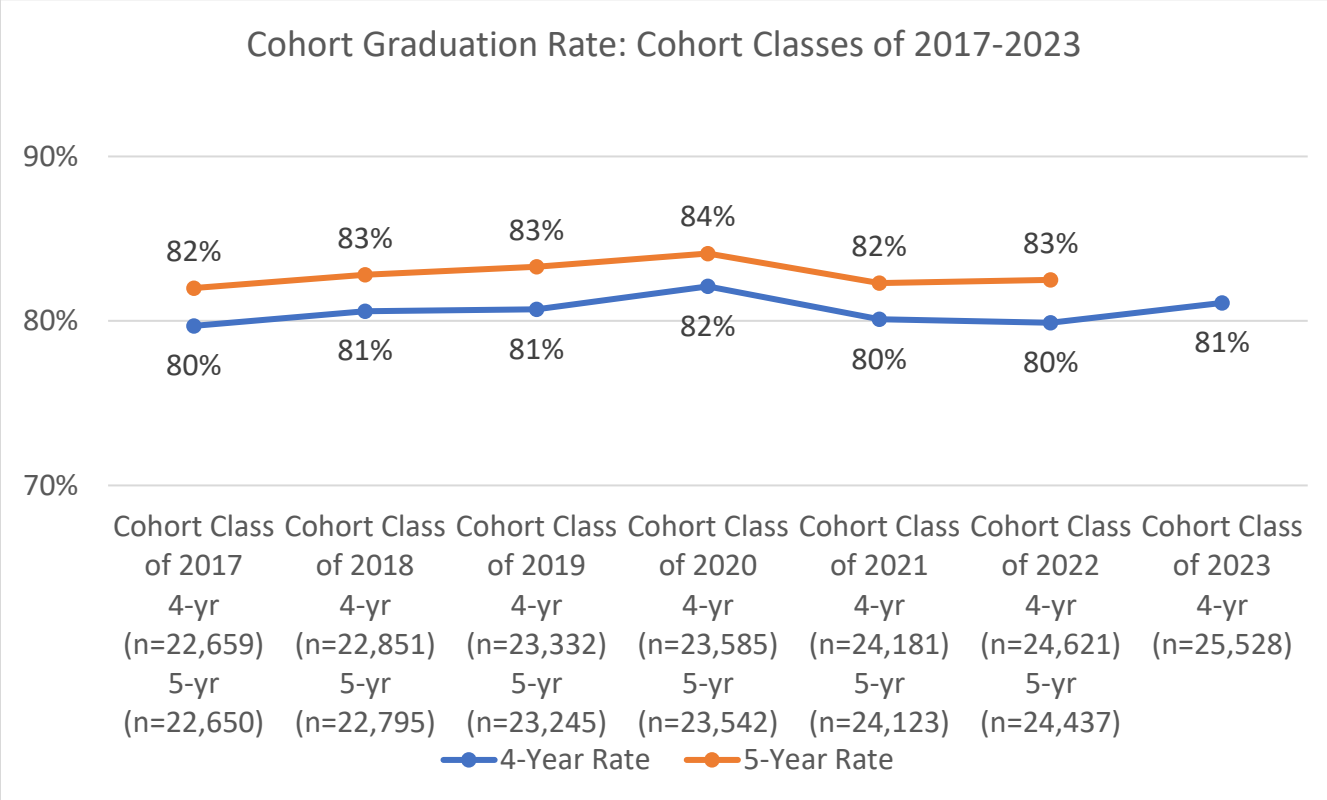
Idaho students' rates of graduation and going on to post-secondary education appear in this section.

Graduation Rate

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

Cohort Graduation Rate: Cohort Classes of 2017–2023
In 2023, 81% of Idaho's high school students graduated in four years. As seen in Figure 44:

Figure 44: 4-year and 5-year Graduation Rates per Cohort



Cohort Graduation Rate: Cohort Class of 2023

Figure 45: 4-Year Cohort Graduation Rate by Race/Ethnicity

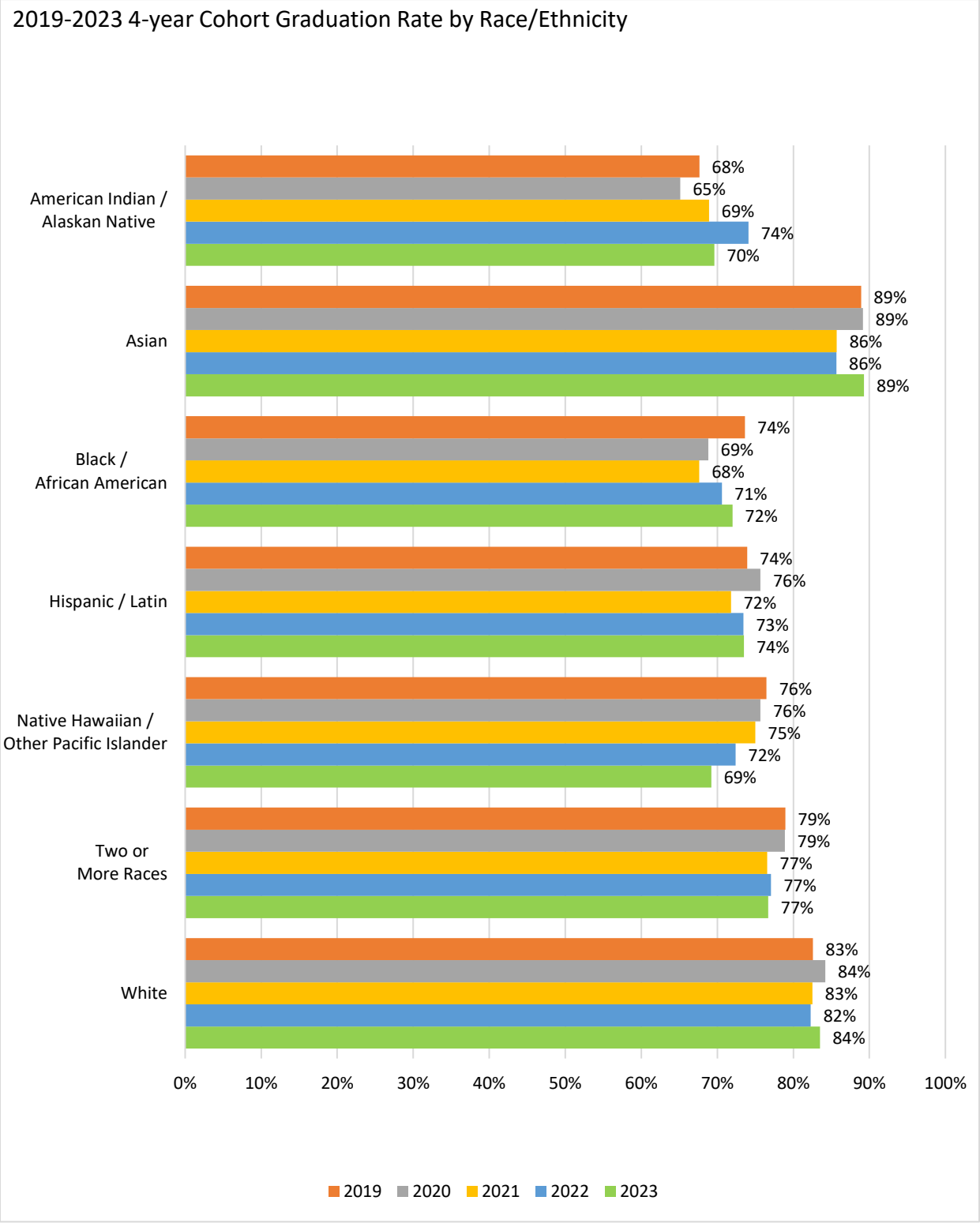
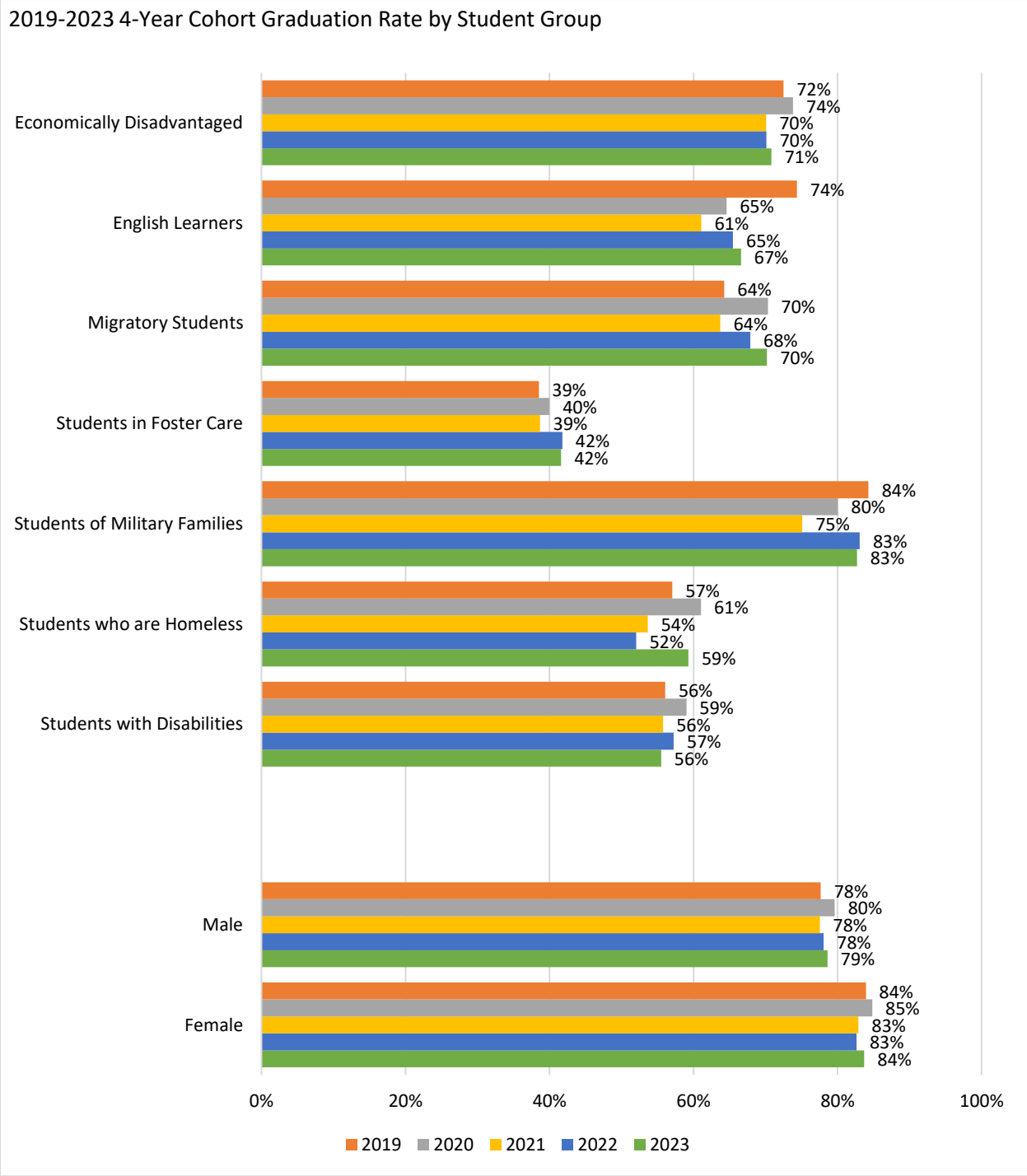


Figure 46: 4-Year Cohort Graduation Rate by Student Group



Note. 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

Cohort Graduation Rate: Cohort Class of 2022

Figure 47: 5-Year Cohort Graduation Rate by Race/Ethnicity

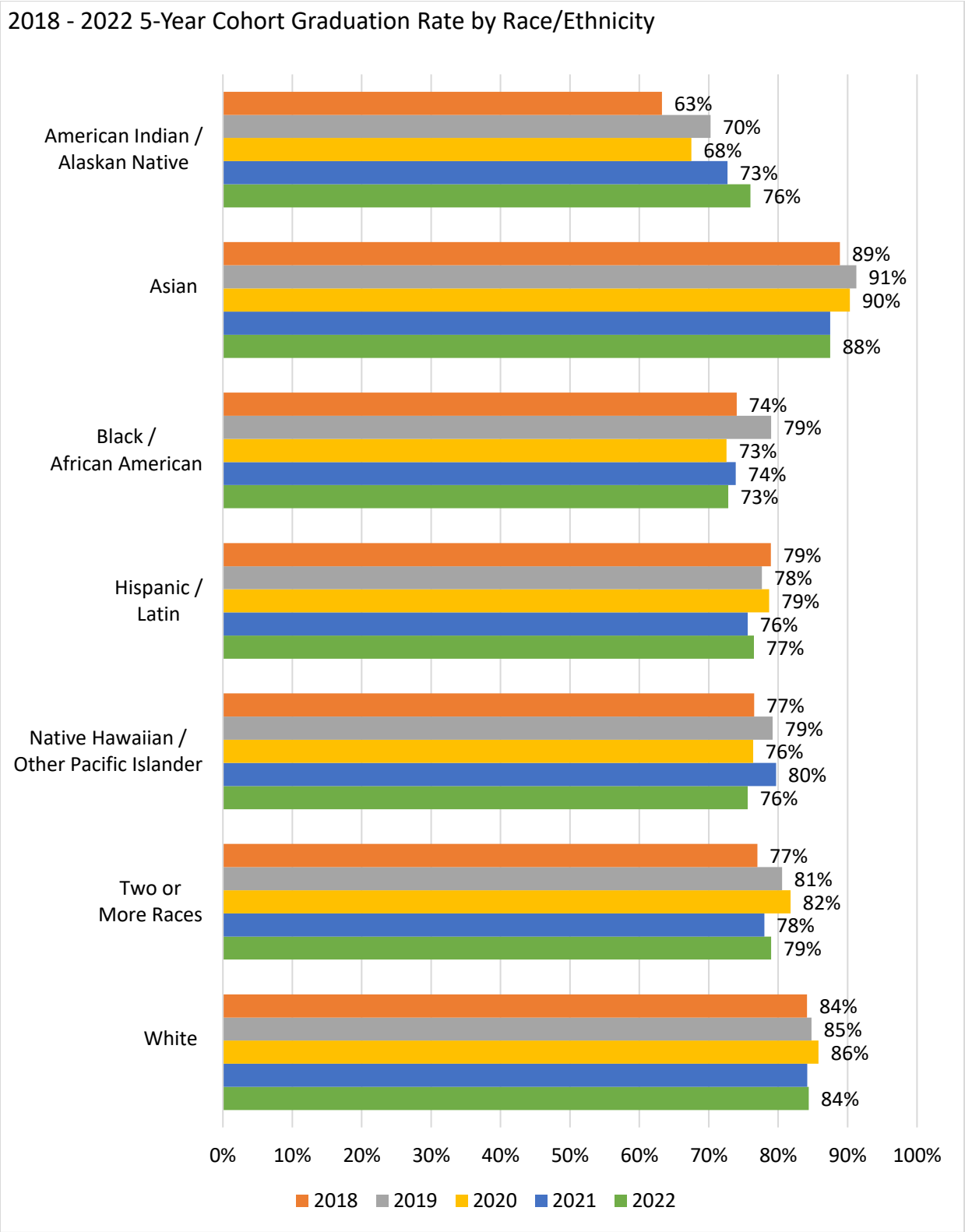
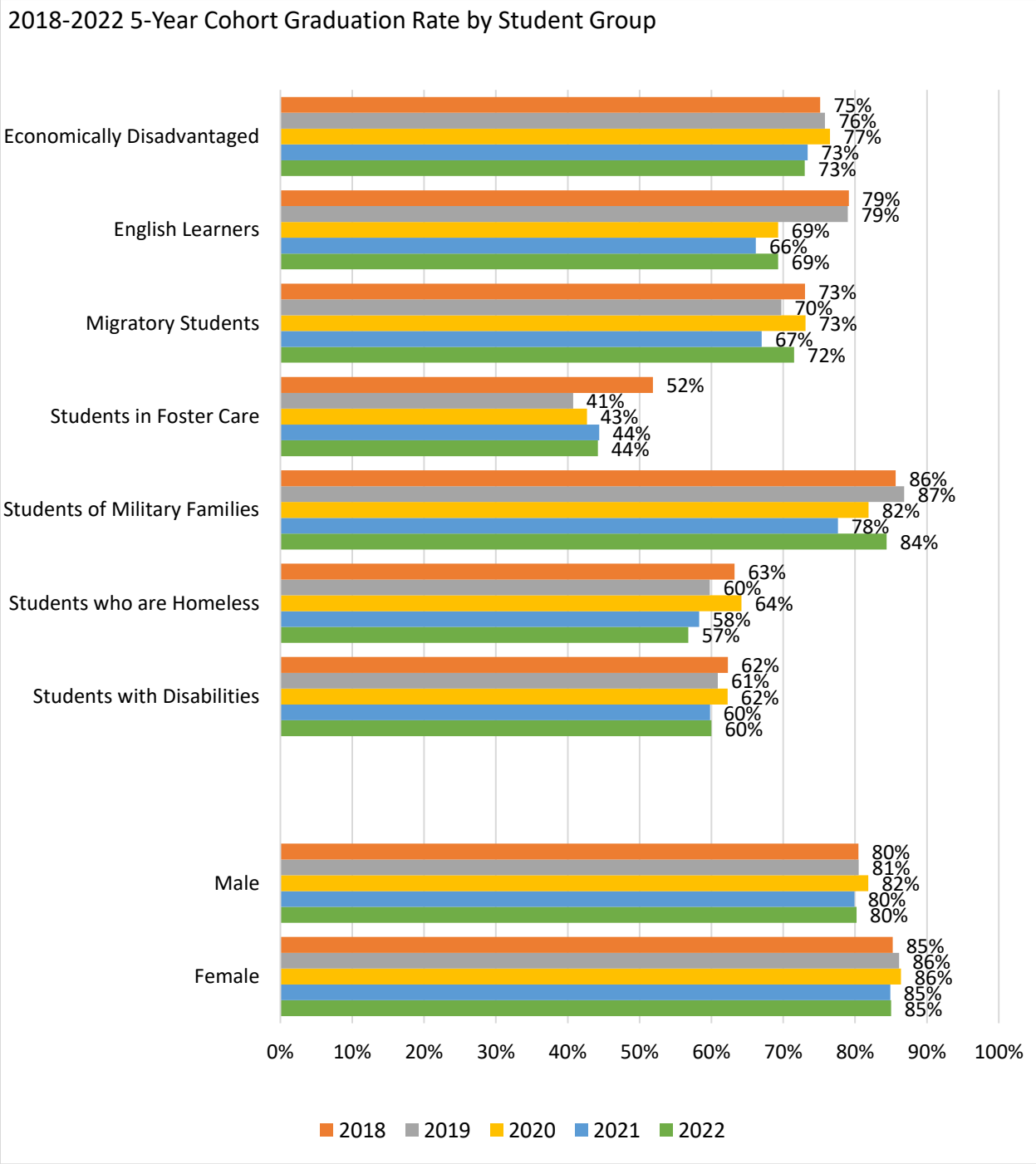


Figure 48: 5-Year Cohort Graduation Rate by Student Group



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

Go-On Rates

Students' rates of continuing to post-secondary training strongly affect a state's economy and its citizens' lifetime earnings. Idaho's go-on rates reflect the percentage of high school graduates who pursue post-secondary education within one, three, or five years of graduation. Go-on status is counted based on the student's graduation year (not on the graduation cohort, which drives the calculation of graduation rates). The denominators used to calculate go-on rates include all students who graduated in the spring or summer of the academic year. For instance, the 1-year go-on rate for 2019-20 is the proportion of all students graduating in spring or summer 2019 (at the end of the 2019-20 academic year) who pursued higher education within one year of graduating. The 3-year go-on rates maintain the same graduating class but consider the percentage that enrolled in post-secondary education within three years of graduating.

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

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

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

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

1-Year Go-On Rates

Figure 49: 1-Year Go-On Rates

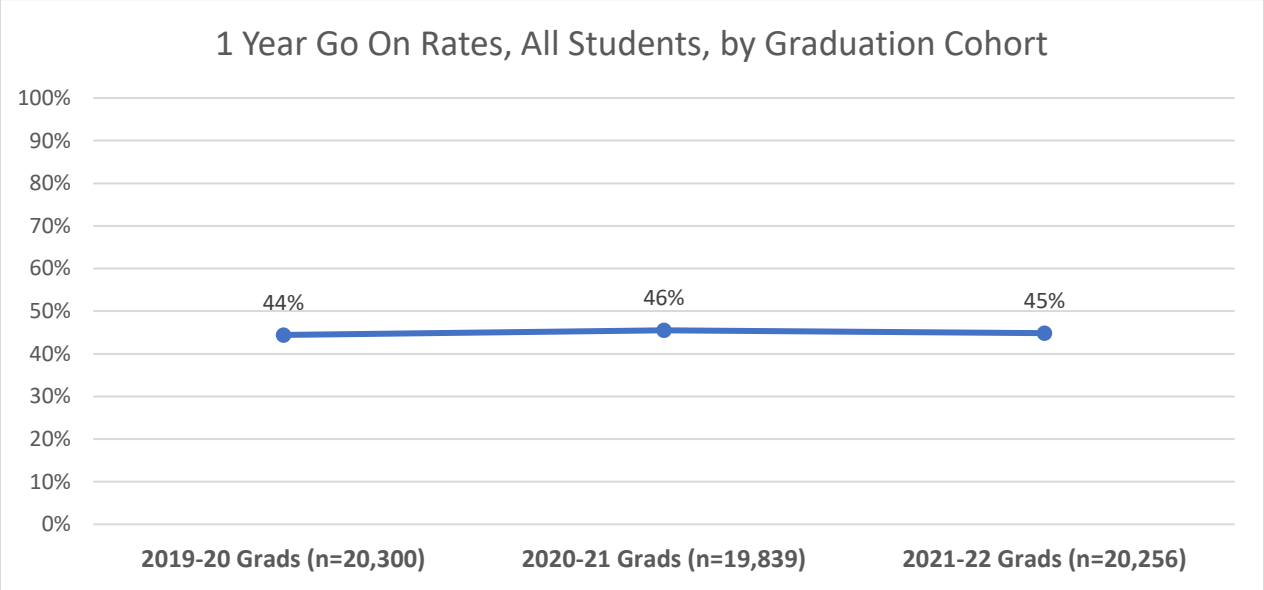


Figure 50: 1-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

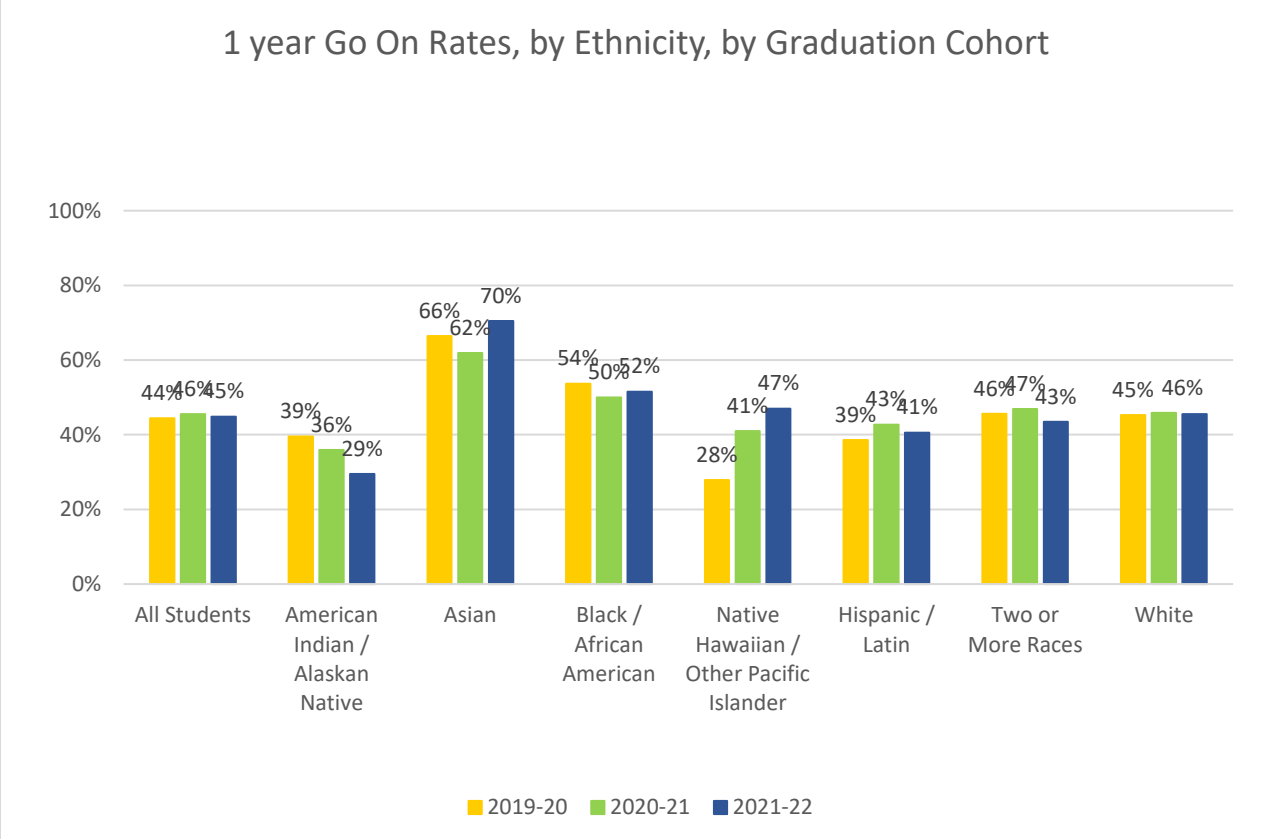
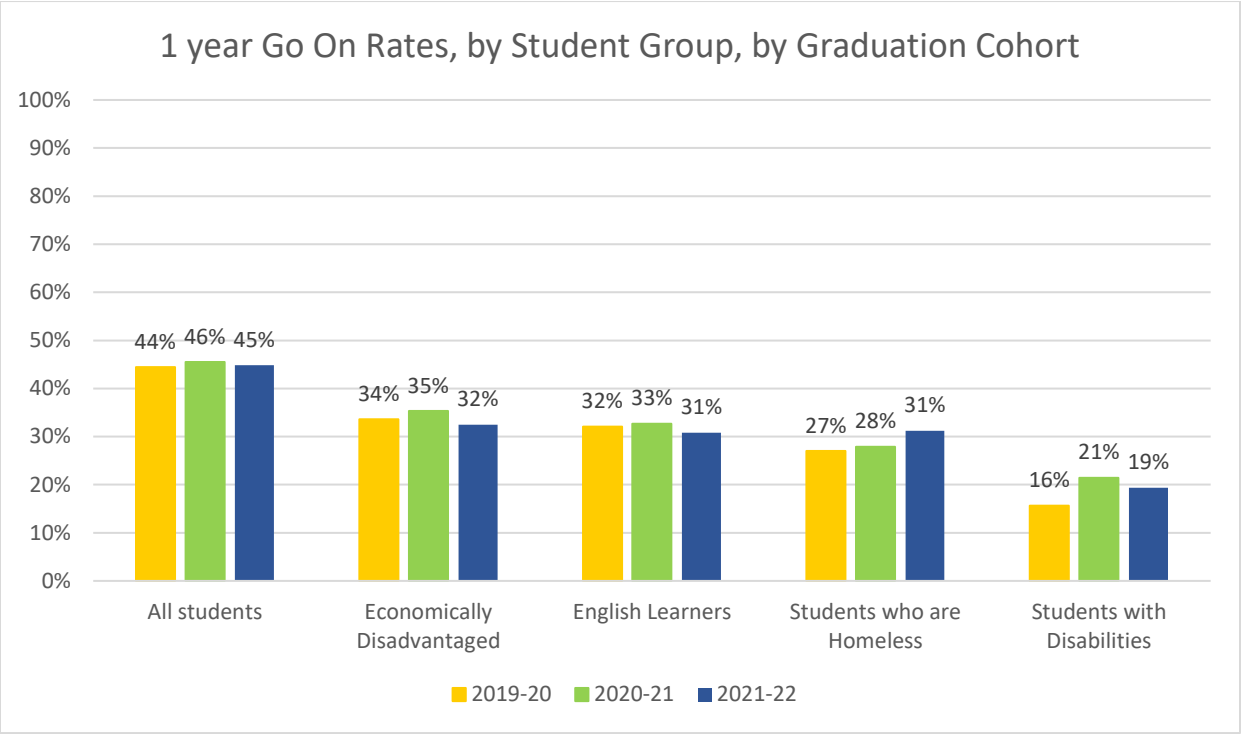


Figure 51: 1-Year Go-On Rates by Student Groups



3-Year Go-On Rates

Figure 52: 3-Year Go-On Rates

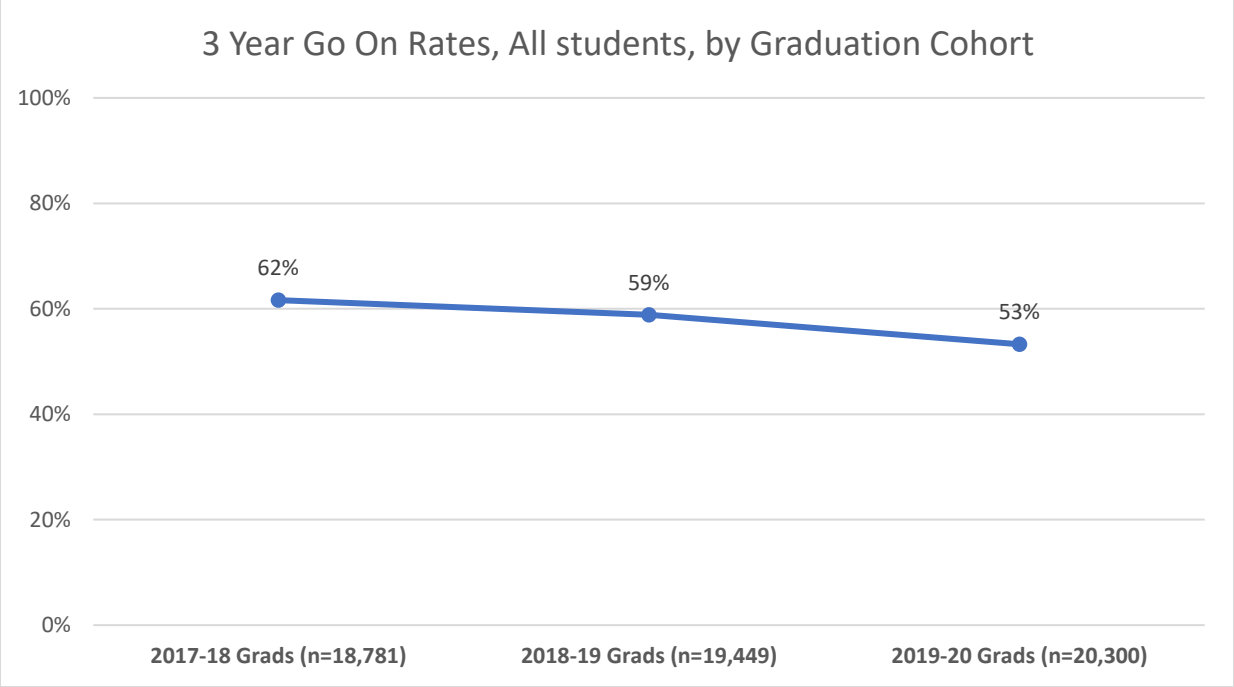


Figure 53: 3-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

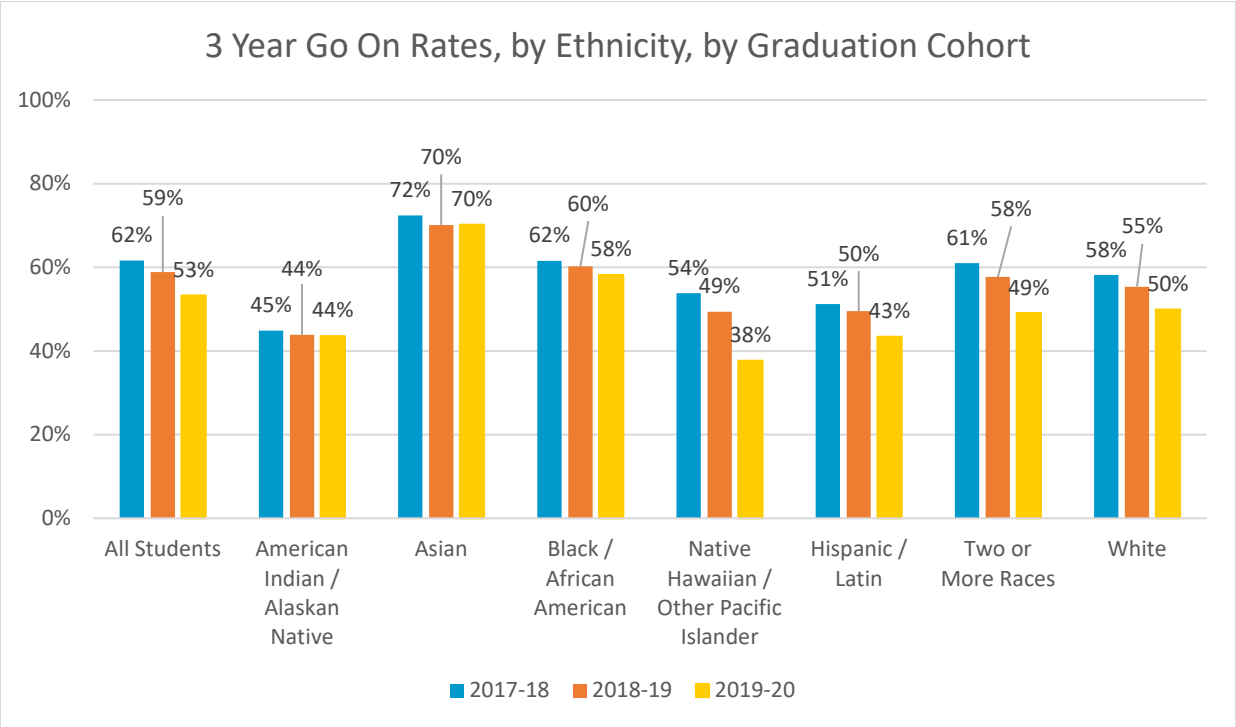
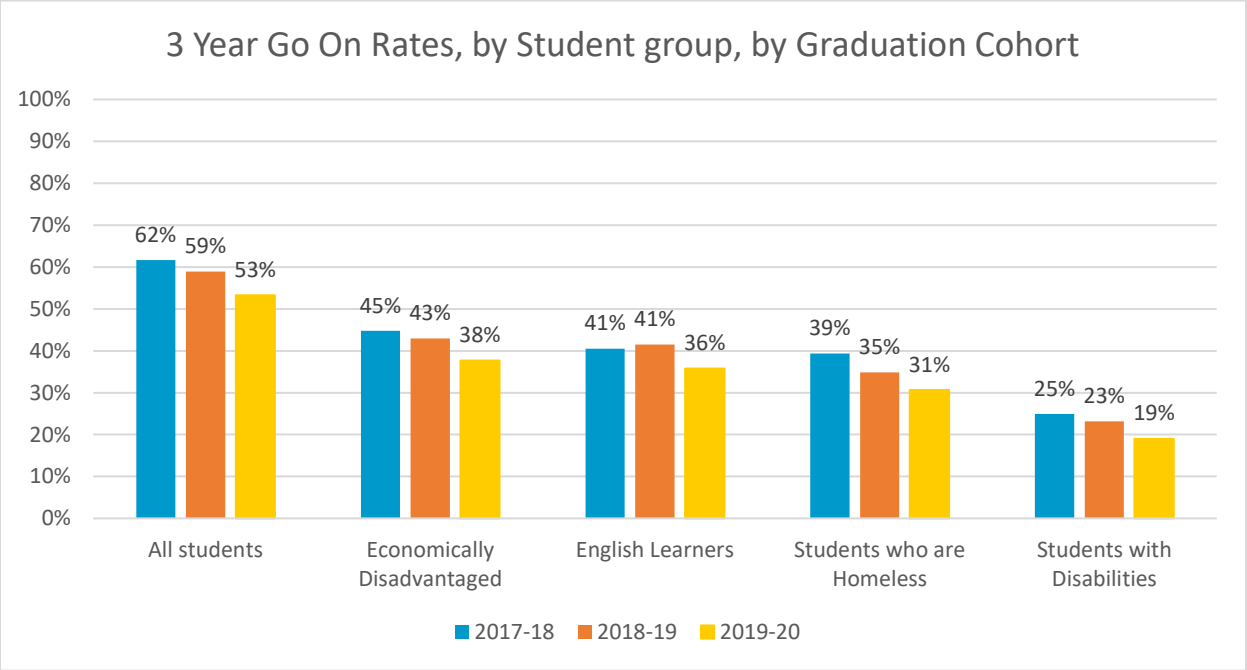


Figure 54 shows that several student groups experienced quite low 3-year go-on rates. The disparity between the highest- and lowest-matriculating groups dropped from 31 percentage points in 2017 to 28 points in 2022.

Figure 54: 3-Year Go-On Rates by Student Groups and Class Cohort



ATTENDANCE AND CHRONIC ABSENTEEISM

For this report, we categorized and analyzed the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster of students in attendance in an Idaho school on the first Friday in May. **Adequate Attendance** is defined as attendance on 91%-100% of the days in the entire school year. **Chronic Absence** is defined as attendance on less than 90% of the days in the entire school year. Specifically, chronic absence is further divided into two categories:

- **Chronically absent**: 81%-90% of days in attendance
- **Severely chronically absent**: 80% or fewer days in attendance.

How attendance is calculated

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

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

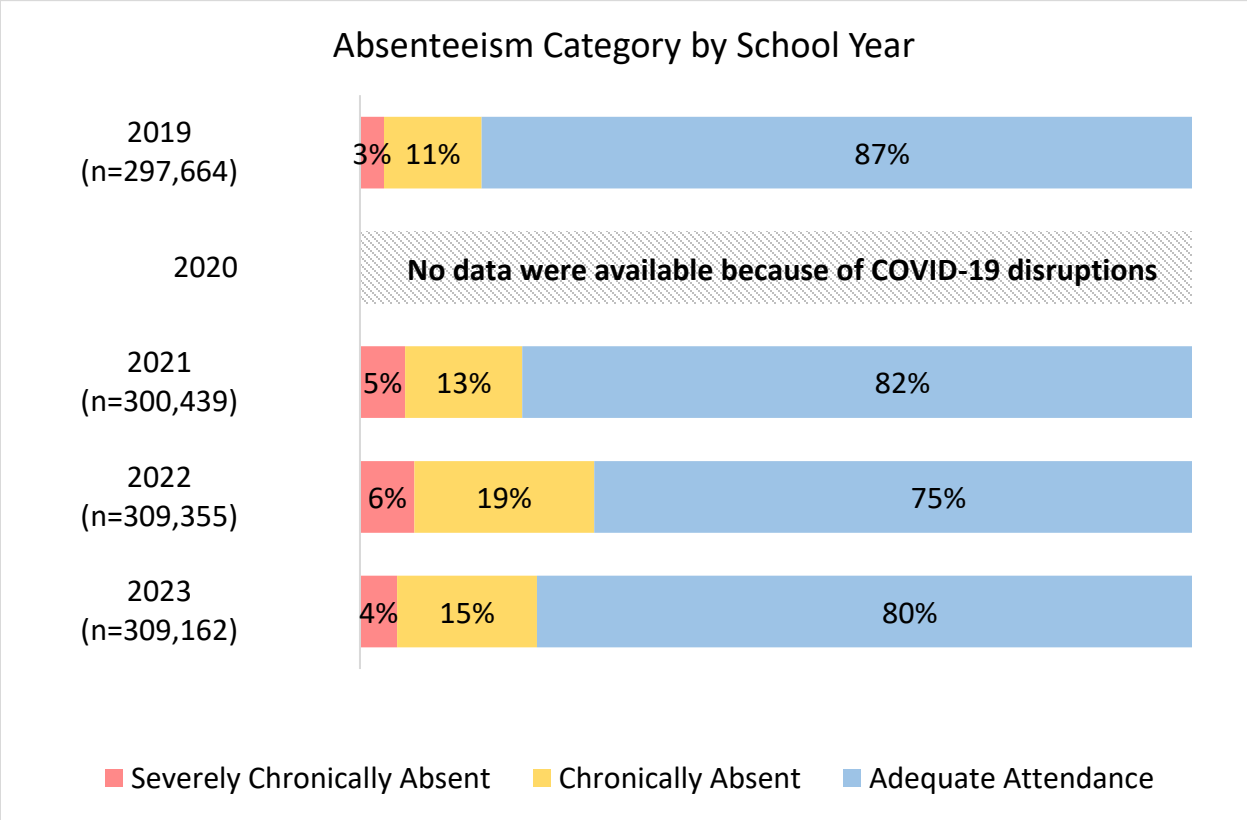
We analyzed those percentages using 10-percentage-point categories.

In all four years, at least 2% of students reported attendance in more than one school. We analyzed and reported students in only a single school, choosing the one with the highest proportion, because we lacked the data required to combine multiple values.

Absenteeism Category per Year

Figure 55 shows the impact of the COVID years on absenteeism, and the recovery that appears to be underway. The proportion attending adequately has partially rebounded from the deep decline post-COVID, hitting 80% this year. This represents a 5-percentage-point increase since last year, a significant portion of the distance back to the pre-COVID level of 87%.

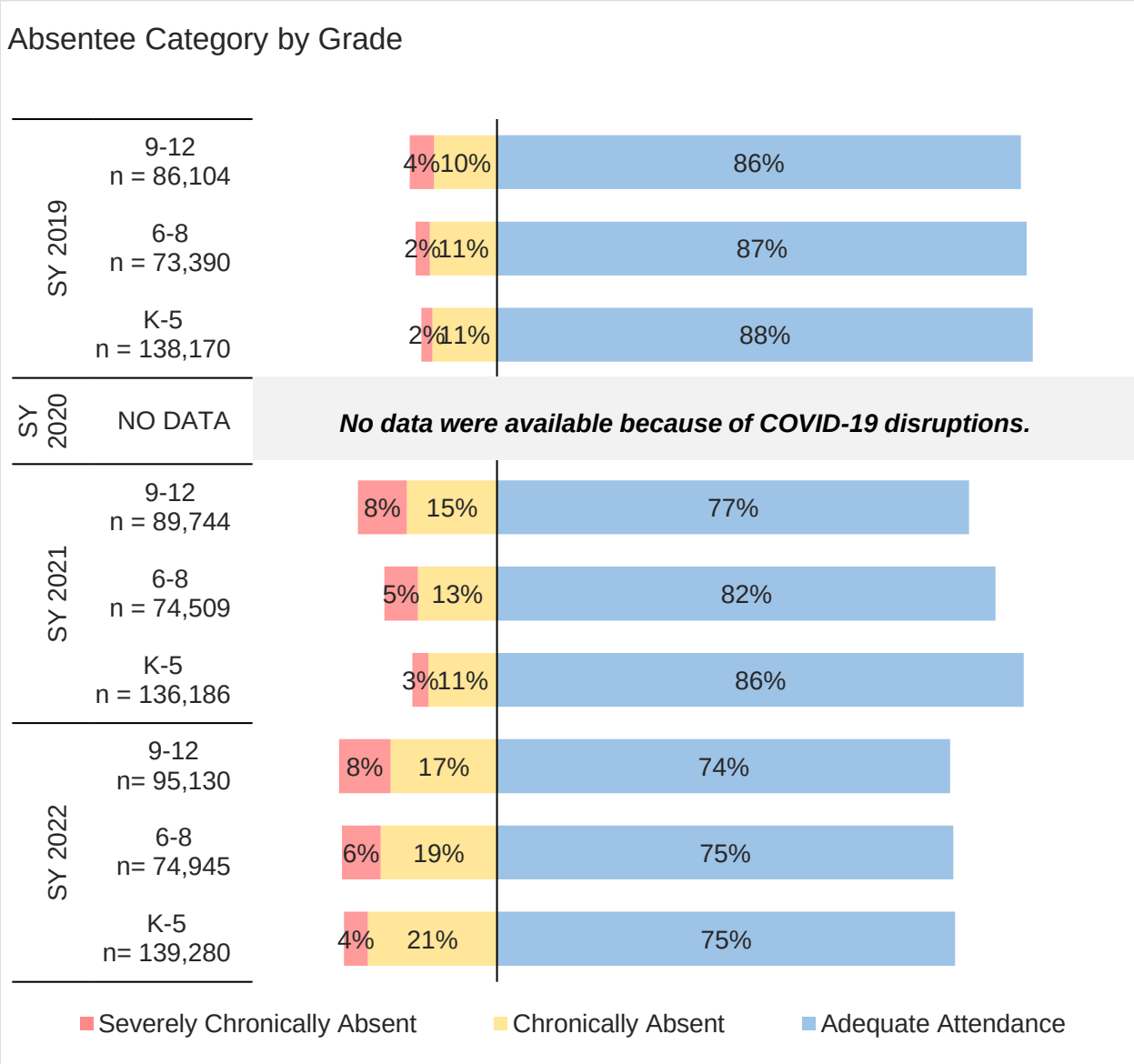
Figure 55: Absenteeism Category– All Students, All Grades



Absenteeism Category by Grade: 2019-2023

Figure 56 shows the impact of the COVID years on absenteeism, and how the apparent recovery manifests across the grades.

Figure 56: Absenteeism Category by Grade



Appendix I. ISAT/IDAA Grade 11 Participation Flow Chart