ACCOUNTABILITY OVERSIGHT COMMITTEE

FY 25 Recommendations Report

March 2025

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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 additional attention given to certain content areas each year (particularly English language arts (ELA) or mathematics). The FY 25 report has a mathematics focus.

The AOC, Board staff, and State Department of Education (SDE) staff collaborate on the development of the AOC Recommendations Report and the 2023-2024 Student Achievement Report located in Appendix A. On January 16 & 17 and February 10 & 26, 2025, the AOC reviewed the data included in the 2023-2024 Student Achievement Report and began developing this report. Each data review included time for analysis, discussion, and development of related recommendations to improve outcomes.

The AOC is presenting this report to the State Board of Education for consideration at the April 2025 meeting.

Report Structure

The following report is structured around key metrics of student achievement. The report has a mathematics 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 conclusions presented in Section 3 are based on the AOC's full analysis of the Student Achievement Report data, as provided in Section 4. 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 included in a previous AOC report.

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 25 AOC Recommendations Report, including Appendix A: 2023-2024 Student Achievement Report. Please see the full report for additional details.

Positive Findings

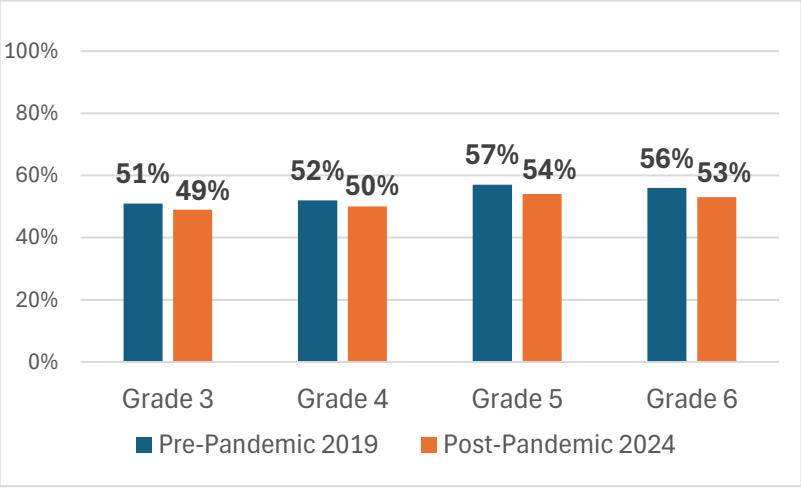
- Having 67% of Idaho's students scoring At Grade Level on the IRI is 7 percentage points above the expected distribution of 60% (based on the test's norms).
- 64% of high school students scored proficient or advanced on the ISAT ELA in 2023-24, exceeding pre-pandemic rates by 4 percentage points.
- ISAT Math proficiency rebounded to 43% in 2023-24, 1 point shy of the pre-pandemic high.
- The 4 year graduation rate has increased 1 percentage point in each of the past two years, reaching an all-time high of 82.3% in 2023-24.
- The American Indian 5 year graduation rate increased from 70% in 2018-19 to an average of 74% over the past three years.
- After adequate attendance dropped from 87% in 2018-19 to 75% in 2021-22, the adequate attendance rate rebounded to 82% in 2023-24.

Literacy

Priority Recommendation

Despite some post-pandemic recovery, due to its lasting impact on certain groups, ensure the Department helps LEAs expand literacy resources into secondary grades to identify and support struggling students with effective interventions grounded in the science of reading.

Figure 1: Pre- and Post- Pandemic Comparison of Percentage of ISAT ELA Proficient + Advanced, Grades 3 to 6



Findings

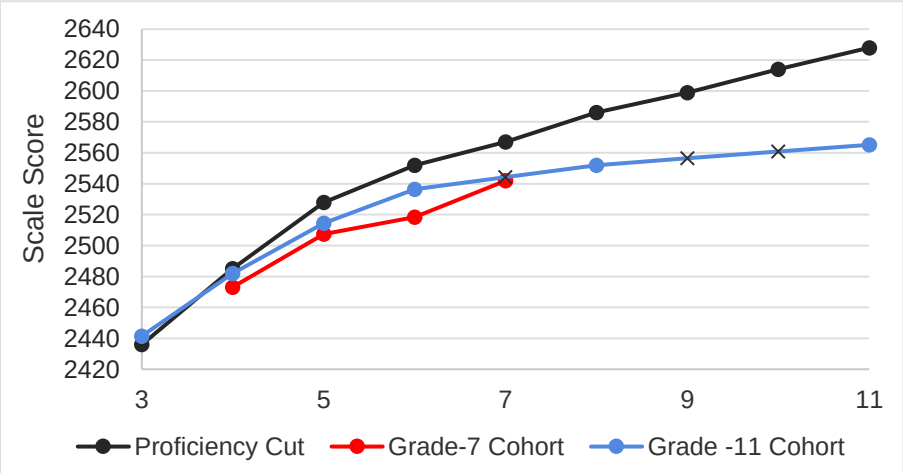
- This figure compares the performance of students in different cohorts.
- The students who tested in grades 3 to 6 in 2024 were in grades K to 3 during the most pandemic impacted school year (2020-21).
- Across all groups, 2023-24 ISAT ELA performance was 2 to 3 percentage points lower than their pre-pandemic peers.

Middle Grades Math

Priority Recommendation

After the new Comprehensive Math Plan is approved, collaborate with the Department to ensure immediate distribution, implementation, related training, and resource allocation.

Figure 2: 2023-24 Grade 7 (n=19,264) and Grade 11 (n=14,917) Longitudinal Average ISAT Math Scale Score vs. Proficiency



Findings

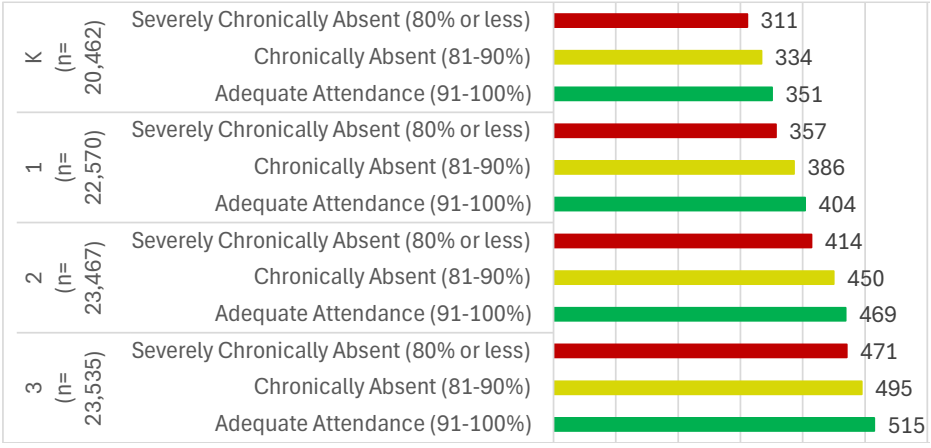
- This figures shows performance of matched cohorts.
- The performance gap between cohorts' mean scale score and the proficiency cut begins to diverge at grade 4 and widens as students continue through the system.

Chronic Absenteeism

Priority Recommendation

Continue to underscore the importance of attendance and ensure all parties (e.g., Board, Department, LEAs) understand and use common terminology and promote systemwide awareness and utilization of available resources to improve attendance.

Figure 3: Impact of Absenteeism on IRI Scores, 2023-24 by Grade



Findings

- Average IRI scale scores increase in relationship to attendance.
- Data in the full report shows this holds across other metrics (ISAT ELA and Math, HS graduation).

SECTION 3: RECOMMENDATIONS

Suggestions for Reading Section 3

The first subsection of Section 3 contains General Recommendations that cut across more than one accountability area. This is a new section of this report and was developed to eliminate unnecessary repetition.

Prior to reading the remaining subsections, we recommend readers first review the Associated Analysis and Associated Data lists directly under the header of each subsection. The Associated Analysis guides readers to the data analyses in Section 4 and the Associated Data references the relevant figures found in the 2023-2024 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 resources 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 Board approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

Important Data Consideration

For all categories of data, there have been noticeable changes in the group (n) size for Economically Disadvantaged students. Pre-pandemic numbers were much larger (by 10,000+) than during the pandemic (i.e., 2020-21 & 2021-22). In 2022-23 and 2023-24, the number of Economically Disadvantaged students increased, but did not return to pre-pandemic highs. This is primarily attributable to difficulty in accurately identifying students for this category. During the past decade, the number of schoolwide Title I schools has increased. Schoolwide Title I schools provide free lunch for all students, and families are not required to complete free and reduced lunch forms. Additionally, during the pandemic, free lunch was provided for 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.

Recommendations - General (not content specific)

Policy Recommendations – State Board of Education

Short-term Actions

1. Request data regarding the use of the state's professional development/mentoring platform and whether it includes sharing of best instructional practices.
2. Continue systematic collection and analyses of data regarding the impact of expanded full-time kindergarten in the state (FY 23 & FY 24 Rec).
3. During the ISEE remodel, conduct focus groups with educators to identify the data they prefer to have directly available to them to inform instruction.
4. 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 & FY 24 Rec).

Long-term Actions

1. Expand partnerships with stakeholder groups to focus on subgroup gap closure across student outcomes (IRI, ISAT, graduation rates, etc.).
2. If the state adopts a new process for identifying students facing economic disadvantage, integrate the data gathering into the SLDS/ISEE remodel (FY 24 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Track cohorts and expand implementation support to ensure students impacted by the pandemic receive interventions.
2. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve instruction (expansion of FY 20, FY 22, FY 23, FY 24 Rec).
   a. Support districts and schools in identifying how to use IRI, ISAT, and other data to formulate strategic interventions for specific student subgroups.
      – Integrate data literacy within data-related trainings.

Long-term Actions

1. If the state adopts a new process for identifying students facing economic disadvantage, provide support to LEAs to ensure fidelity in the data collection process (FY 23 & FY 24 Rec).

- Guide LEAs and schools to identify and provide interventions and supports to students with multiple risk factors.

b. Promote use of appropriate tools to inform instruction, including formative assessment, ISAT interims, and Tools for Teachers.
c. Professional development needs to be embedded and connected to content standards.
d. Ensure professional development is appropriately differentiated by role (i.e. superintendent vs. teacher).

3. Identify and facilitate sharing of best practices to and between LEAs around key topics, including systematic approaches to address summer learning loss, post-pandemic accelerated learning, secondary interventions, and full-time kindergarten.
4. Identify highly effective LEAs and schools. Recognize them and share their strategies (expansion of FY 22, FY 23, FY 24 Rec).
   a. Identify LEAs and schools performing above expectations set by the state based on their demographics.
   b. Identify LEAs and schools making substantial improvement.
   c. Identify LEAs and schools performing above state goals.
5. Work with the Board to find a valid and reliable metric to identify students facing economic disadvantage (FY 23 & FY 24 Rec).

English Language Arts/Literacy and English Learning

Conclusions: Idaho Reading Indicator (IRI)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 24-26
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 2-6 & 8, pgs. 14-19

Data Considerations:

- Only 2022-23 and 2023-24 data are included in this report because of changes made to the IRI during 2022-23. Because of the changes, longitudinal comparisons can only now be made beginning with 2022-23 data.

Conclusions:

- Having 67% of Idaho's students scoring At Grade Level is 7 percentage points above the expected distribution. If Idaho's performance was identical to the norms, the At Grade Level percentage would be 60% (fig. 2).
- For the All Students group and students disaggregated by grade, comparisons between spring 2023 and spring 2024 revealed the same or slightly higher percentages of students performing At Grade Level (figs. 2 & 3).
- In reviewing both fall and spring scores across multiple years, summer slide becomes apparent, with rates of At Grade Level performance decreasing 4 to 8 percentage points between spring and the following fall (fig. 3).
- In spring 2024, 11 of 16 subgroups underperformed relative to the All Students group. In most instances the underperformance was substantial and only minimal changes occurred between spring 2023 and spring 2024 (figs. 4-6).
- A student's 3rd grade spring IRI score generally predicts the student's 3rd grade spring ISAT ELA Reading subscore. However, since the correlation is moderate, IRI scores are not predictive of ISAT reading scores for all 3rd grade students (fig. 8).

Conclusions: ISAT English Language Arts (ELA)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 26-28
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 9-13, pgs. 22-26

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened test that was approximately half the length of the full test. However, in 2022-23, Idaho used the full test. 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. However, students are allowed to take the assessment earlier in high school and bank Proficient or Advanced scores for use in 11th grade. It is currently impossible to know the impact this may have on high school scores going forward.
- Many of the figures included in the 2023-24 Student Achievement Report show student performance disaggregated by performance category, but also include a "Total Proficient" rate. The Total Proficient rate is the sum of the percentages of students who scored Proficient and those who scored Advanced.

Conclusions:

- Year-over-year high school performance remains strong and exceeds pre-pandemic performance (60% combined total Proficient and Advanced before the pandemic, 65% in 2022-23, and 64% in 2023-24) (fig. 10).
- Prior to the pandemic, there was a consistent, small upward trend in performance. The post-pandemic trend initially appeared to be positive with an all-time high achieved in 2021-22; but after a drop in 2022-23, performance did not return in 2023-24 to the all-time high (fig. 9).
- Below Basic percentages hit an all-time high of 25% in 2022-23 and then retreated to 24% in 2023-24. These highs represent a potentially important shift, since Below Basic percentages had remained between 22-23% for the previous seven years (fig. 9).
- Gaps between subgroups and their reference groups remain. While 54% of the All Students group scored Proficient or Advanced in 2023-24, most subgroups had combined Proficient and Advanced rates of less than 50% (figs. 12 & 13).
    - While gaps remain, it is notable that 3 subgroups (American Indian, Black/African American, and SPED) experienced post-pandemic performance drops, but recovered by 2023-24 to meet or exceed their pre-pandemic (2018-19) combined Proficient and Advanced rates.

Conclusions: English Language Proficiency Assessment

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 28-29
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 17 & 21, pgs. 30 & 32

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 and all subsequent cohorts as well were substantially different since higher performing students had tested out.

- Since modified exit criteria were implemented during the pandemic, it is impossible to know how much change in scores since 2020-21 is a result of the change in exit criteria vs. pandemic impacts.

Conclusions:

- The All Grades English Learner performance level percentages were quite consistent from 2020-21 to 2022-23, but the percentage of students scoring at Proficiency Level 1 (Entering) increased from 15% in 2022-23 to 21% in 2023-24 (fig 17).
    - The number of students who took the English Language Proficiency Assessment increased from 16,904 in 2022-23 to 19,492 in 2023-24. This represents a 15% year-over-year increase in the population (fig. 17).
- The percentage of English Learners achieving their annual growth targets increased from 48.1% in 2020-21 to 55.9% in 2022-23. However, the rate dropped to 45.8% in 2023-24, the lowest level since 2017-18 (fig. 21).

Recommendations - ELA/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain the commitment to K-3 Literacy and the science of reading (FY 22, FY 23, FY 24 Rec).
2. Identify resources and supports to provide interventions through the secondary grades for the cohorts of students (SY 2025 4th - 7th graders) whose foundational reading instruction was interrupted.
    a. In collaboration with the Department, work to expand the use of reading screeners into middle school.

Long-term Actions

1. Depending on changes to federal law and guidance, if possible, submit a waiver to request that English Learners be exempted from the ISAT ELA for their first 2 years in country (expanding the existing 1 year exemption).
2. As the new IRI is implemented, review Grade 3 testing to determine if the IRI provides sufficient value and data to support maintaining spring IRI administration.

Implementation Recommendations – State Department of Education

Short-term Actions

1. In preparation for the new IRI, work with the Board and stakeholders to determine the appropriate use of the norm- and criterion- referenced scores.
2. Provide guidance to LEAs about how to identify secondary students who need reading support and implement best practices for secondary reading interventions (Dyslexia Handbook could be a resource).

Long-term Actions

1. Maintain high quality professional development on the science of reading and use of IRI and ISAT Claim level data (FY 23 & FY 24 Rec).
2. 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.

Mathematics

Conclusions: ISAT Math

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 29-31
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 24, 25, & 29-31, pgs. 36-37 & 42-43

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 & 2021-22), Idaho used a shortened test that was approximately half the length. In 2022-23, Idaho used the full test and in 2023-24, Idaho returned to the shortened test. 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. However, students are allowed to take the assessment earlier in high school and bank Proficient or Advanced scores for use in 11th grade. It is currently impossible to know the impact this may have on high school scores going forward.
- Many of the figures included in the 2023-24 Student Achievement Report show student performance disaggregated by performance category, but also include a "Total Proficient" rate. The Total Proficient rate is the sum of the percentage of students who scored Proficient and those who scored Advanced.

Conclusions:

- Multiple analyses have demonstrated that a gap between grade level expectations and student performance begins in 4th grade and widens as students progress through the system (figs. 25 & 29-31) .
    - The percentage of students who score Proficient or Advanced is highest in 3rd grade and lowest in high school (fig. 25).
- After a 4 percentage point decrease in the combined percentage of Proficient and Advanced during the pandemic, the combined Proficient and Advanced rate rebounded to 43% in 2023-24. This is just 1 percentage point below the 2018-19 pre-pandemic high of 44% (fig. 24).
- The post-pandemic percentages of students scoring Below Basic have increased as much as 4 percentage points from pre-pandemic levels and appear to be holding steady (fig. 24).

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Support the work group developing Idaho's first Comprehensive Math Plan.
   a. Ensure the plan includes resource lists for educators, including details about available math screeners and diagnostic assessments.
   b. Outline optional resources for accelerating math instruction and providing interventions, including those provided by the regional math centers and other evidence-based programs/strategies.
   c. After the plan is approved, collaborate with the Department to ensure immediate distribution and implementation of related training.

Long-term Actions

1. Develop budgets and engage with the legislature to request resources to implement the recommendations of the 2023 Math Work Group and 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).
2. Convene a work group to develop a guide to support LEAs in creating and implementing comprehensive, results-driven math strategic plans at the LEA and school levels.
3. In collaboration with the Department, review the definition of "hard to fill positions" to support incentives for LEAs to hire highly qualified math teachers at all grades.
4. Review the data provided by the Department regarding use of instructional hours and consider whether instructional hours should be expanded and/or if additional guidance should be given to LEAs regarding effective use of instructional time.

Implementation Recommendations – State Department of Education

Short-term Actions

1. After Board approval, disseminate the Comprehensive Math Plan and develop and implement related professional development.
2. Identify and expand the regional math centers' programs and strategies with demonstrated results.
3. Support educators in understanding and engaging their students in the depth and rigor of the math standards.

Long-term Actions

1. With support of the Board, ensure plans are developed to implement the recommendations of the 2023 Math Work Group and the 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).
2. Work with the Board to engage with the legislature to request resources to implement the recommendations of the 2023 Math Work Group and the 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).

4. Encourage LEAs to evaluate their math-related professional development to ensure effectiveness.
5. Promote on-grade level core math instruction for all students, including students in special education, ELs & Title I (FY 23 & FY 24 Rec).
6. Conduct research into instructional hours requirements for math in other states and common practices currently used by Idaho LEAs to set instructional time. Report the findings to the Board.

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.

High School - Graduation and Go On Rates

Conclusions: Graduation Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 32-33
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 33-37, pgs. 45-49

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding 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:

- 4 year graduation rates are trending upward from their post-pandemic lows, increasing about 1 percentage point per year for each of the past two years, hitting an all-time high of 82.3% in 2023-24 (fig. 33).
- 5 year graduation rates also appear to be trending upward from post-pandemic lows, but have not exceeded pre-pandemic rates yet (fig. 33).
- When looking at highest 4 year graduation rates across 2020-21 to 2023-24, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, in 2023-24 11 groups achieved their highest graduation percentage, 4 groups were roughly equal to their highest, and 1 group was below but near their highest (figs. 34 & 35).
    - Most student subgroups continue to exhibit lower 4 and 5 year graduation rates (some substantially so) when compared to the All Students group (figs. 34 & 35 and 36 & 37).
    - A standout is American Indians/Alaskan Natives. The group's 5 year cohort graduation averaged 74% over the past three years, an increase of 4 percentage points above their pre-pandemic level of 70% in 2018-19 (fig. 36).

Conclusions: Go On Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 33-34
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 38-40, pgs. 51-52

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 2022-23 graduates who pursued postsecondary education in the 2023-24 school year, and the most recent 3 year Go On rates are for 2020-21 graduates who pursued opportunities in 2021-22, 2022-23, or 2023-24.
- 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:

- After dropping from 50% for the 2018-19 graduates, the All Students 1 year Go On rate was stable (44-46%) between 2019-20 and 2022-23 (fig. 38).
    - Differences in 1 Year Go On rates persist between subgroups and the All Students group (fig. 39 & 40).
- 3 Year Go On rates for the All Students group decreased from 64% for 2015-16 graduates to a low of 53% for the 2019-20 graduates. 3 year rates increased by 1 percentage point to 54% for the 2020-21 graduates (fig. 38).
- More years of data (both 1 year and 3 year) are needed to understand post-pandemic Go On rate trends (fig. 38).
- The current Go On Rate data does not allow for a clear understanding of what students are doing after high school, as additional contextual data is needed.

[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 pursue post-secondary options (FY 22, FY 23 & FY 24 Rec).
2. Expand the contextual data reported about students' postsecondary choices to include some of the following (FY 24 Rec):
   - % 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 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 & FY 24 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 & FY 24 Rec).
3. Establish an updated Go-On rate goal for Idaho based on clearly defined and accessible criteria.

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 & FY 24 Rec).
   a. Gather evidence regarding LEAs' early warning systems and dropout prevention efforts. Identify best practices. Present research and recommendations to the Board (FY 22, FY 23 & FY 24 Rec).
   b. Guide LEAs to leverage absenteeism data and supports as a key early warning sign for dropout prevention (FY 23 & FY 24 Rec).
2. Provide outreach and professional development to LEAs to support the Board's efforts to report more diverse data about students' post-secondary choices (FY 24 Rec).

Long-term Actions

1. Implement the dropout prevention plan, as collaboratively developed by Board and SDE (FY 22, FY 23 & FY 24 Rec).

Enrollment and Attendance

Conclusions: Enrollment

Associated Analysis: AOC Recommendations Report, Section 4, pg. 34
Associated Data: 2023-2024 Student Achievement Report (App. A), Figure 1, pg. 11

Conclusions

- Idaho total public school enrollment has held relatively steady since 2021-22 (fig. 1).
    - Enrollment dropped by 1,647 students to 302,910 in 2020-21 but then increased to 308,325 in 2021-22.
    - Enrollment has remained around 308,000 to 309,000 students during the last three years (2021-22, 2022-23, & 2023-24).

Conclusions: Attendance

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 34-36
Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 43-46 & 48-51, pgs. 55 & 63-62

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).

Conclusions

- In pre-pandemic 2018-19, 87% of Idaho students had adequate attendance. Adequate attendance dropped to a low of 75% in 2021-22 but has since rebounded to 82% in 2023-24 (fig. 43).
- There is a clear relationship between attendance and performance on the IRI and ISAT. At all grade levels, average test scores improved in relationship with attendance rates (fig. 48-50).

- Not only does attendance predict IRI and ISAT mean scale scores, it also predicts high school graduation. 92% of 2024 graduates had adequate attendance during their 9th grade year. Only 71% of non-graduates in this cohort had adequate attendance during their 9th grade year (fig. 51).
- Between 2021-22 and 2023-24, differences in adequate attendance varied across the three grade bands by only 1-2 percentage points, meaning that no grade band can be singled out for having substantially higher or lower adequate attendance (fig. 44).
    - While a few subgroups were near to, met, or exceeded the 2023-24 All Students adequate attendance rate of 82%, the majority (9 of 15 subgroups) had attendance rates that were notably lower (fig. 45 & 46).

Recommendations – Enrollment and Attendance

Policy Recommendations – State Board of Education

Short-term Actions

1. In partnership with the Department, establish common definitions and policies to ensure consistent collection of attendance data.
2. Continue to support attendance-related resources including (but not limited to) Attendance Works, Safe and Civil Schools, and the National Ad Council (expanded FY 23 & FY 24 Rec).
3. Continue to underscore the importance of attendance and ensure all parties (Board, SDE, LEAs) understand its relationship to achievement and graduation (expanded FY 23 & FY 24 Rec).

Long-term Actions

1. As needed, adjust the SLDS/ISEE to align to attendance data collection policies.
2. Develop budget plans that address sustainability of funding to LEAs for implementing strategies to reduce chronic absenteeism (FY 22, FY 23 & FY 24 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Continue to provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and recommend strategies to improve attendance (FY 22, FY 23 & FY 24 Rec).
2. Work with the Board to establish common definitions and policies to improve consistency of attendance data collection. Ensure LEAs implement new attendance data policies and procedures.
3. Support LEAs in understanding how to integrate attendance into their multi-tiered systems of support and schoolwide information systems.
4. Continue to build awareness and knowledge of the inclusion of chronic absenteeism in the state's accountability framework (FY 22, FY 23 & FY 24 Rec).

Long-term Actions

1. Work with the Board to support development of budgets to sustain funding to LEAs for implementation of strategies to reduce chronic absenteeism (FY 22, FY 23 & FY 24 Rec).

SECTION 4: DATA ANALYSIS

Important Data Consideration

For all categories of data, there have been noticeable changes in the group (n) size for Economically Disadvantaged students. Pre-pandemic numbers were much larger, by 10,000 or more, than during the two years most affected by the pandemic (i.e., 2020-21 & 2021-22). The number of Economically Disadvantaged students, however, increased during 2022-23 and 2023-24 but did not return to pre-pandemic highs. 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 (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

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 2-8, pgs. 14-19

Data Analysis

- The All Students (K-3) Spring IRI At Grade Level percentages essentially held steady at 66% in 2023 and 67% in 2024 (fig. 2).

- Given that the IRI is a norm-referenced test with students above the 40th percentile being considered At Grade Level, having 67% of Idaho's students scoring At Grade Level is 7 percentage points above the expected distribution. If Idaho's performance was identical to the norms, 60% of the All Students group would score At Grade Level, but in spring 2024 67% did (fig. 2).
- Individual grade levels are moving sideways with no appreciable ups or downs for the past two years under the new norms (fig. 3).
- Roughly two-thirds of K-2 students perform At Grade Level in the spring. Grade 3 has a higher percentage doing so with 69-70% scoring At Grade Level (fig. 3).
- When comparing spring 2023 and fall 2023 scores summer slide becomes apparent, with rates of student proficiency decreasing 4 to 8 percentage points between spring and the following fall. It is important to note that the data reviewed is not true cohort (matched data), so additional analysis would be beneficial to have a clearer understanding of the extent of the issue (fig. 3).
- In both spring 2023 and spring 2024, 10 out of 14 subgroups of students (grouped by race/ethnicity or other criteria) underperformed relative to the All Students group. In most instances underperformance was substantial, and no evidence of gap closure emerged (figs. 4 & 5).
- Due to the re-norming and re-scaling of the IRI, there are only two years of student subgroup performance (i.e., race/ethnicity & student group) data that is comparable. Additional years of data are needed to understand trends(figs. 4 & 5).
    - 4 of the 14 subgroups had spring 2024 At Grade Level rates that were 2 percentage points higher than their spring 2023 rates. 2 groups had increases of 5 percentage points.
    - 5 of the 14 subgroups had spring 2024 At Grade Level rates that were within plus or minus 1 percentage point of their spring 2023 rate.
    - 1 subgroup had a spring 2024 At Grade Level rate that was 2 percentage points lower than 2023, and 2 groups had no change in scores.
- In both spring 2023 and spring 2024, the At Grade Level percentage of females was two percentage points higher than the At Grade Level percentage of males (67% versus 65% in spring 2023 and 68% versus 66% in spring 2024) (fig. 6).
    - For both spring 2023 and spring 2024, male and female Near Grade Level percentages were nearly identical (17-18%).
    - For both spring 2023 and spring 2024, 18% of males were Below Grade Level whereas 15% of females were.
- When examining the performance of groups of students moving from spring of one year to spring of the next year, patterns of annual growth emerge. Please note: these are not

true cohorts of students but instead groups of students that may be different from one year to the next since students move in and out (fig. 7).

- 62% of spring 2023 1st graders were At Grade Level, while 66% of this group scored At Grade Level when assessed in spring of their 2nd grade year. This year-over-year 4 percentage point increase reveals growth in this group of students.
- A similar 4 percentage point gain occurred between a group of spring 2023 2nd graders who were then assessed again spring 2024 as 3rd graders. The percentage At Grade Level increased from 66% to 70%.
- A gain did not occur in a group of spring 2023 kindergarteners when the group was assessed again in spring 2024 as 1st graders. Whereas 65% of the kindergarteners were At Grade Level, 64% of the 1st graders were. This does not equate to a loss but instead that these groups of students remained at similar overall performance levels across the spring to spring span of time.

➢ A moderate correlation was found between 3rd grade spring IRI scores and 3rd grade ISAT ELA Reading Claim scores (r=.65) (fig 8).

- In other words, a student's 3rd grade spring IRI score generally predicts the student's 3rd grade spring ISAT ELA Reading Claim score. An example of what is meant by "generally" in this context follows: a 3rd grade student scoring At Grade Level on the spring IRI will most likely score Proficient or Advanced on the spring 3rd grade ISAT ELA Reading Claim.
- Since the correlation is not large but moderate, there are exceptions to this rule and thus not all students' performance on the spring 3rd grade IRI correctly predicts their 3rd grade ISAT ELA Reading Claim score.
- Additional analyses could quantify in greater detail the prediction accuracy between the two assessments and may be particularly valuable if additional changes are made to the assessment.

Data Analysis: Idaho Standards Achievement Test (ISAT) ELA

ISAT ELA

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 9-13, pgs. 22-26

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 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.

- Given the blueprint changes, more years of data are needed to re-establish consistent monitoring of post-pandemic trends.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade; however, students are still allowed to take the assessment in the 10th grade and bank their scores for use in 11th grade. Thus, students whose 10th grade score is Proficient or Advanced using 11th grade criteria can use that score in place of taking the test again during 11th grade. The impact this may have on high school scores going forward is unknown since students who choose to use the score they earn during 10th grade might have scored higher because of additional schooling and maturation if they had waited until their 11th grade year to take the assessment.

Data Analysis

- Total Proficient or Advanced for the All Students All Grades group hit an all-time high of 56% in 2021-22. After a drop to 52% in 2022-23, the percentage moved back up to 54% in 2023-24. It is unknown how much of the 2022-23 drop was due to pandemic effects or the longer test administered in 2022-23 (fig. 9).
- The percentage of students Below Basic increased 3 percentage points to an all-time high of 25% in 2022-23. It is unknown how much this change was due to pandemic effects or the longer test administered in 2022-23. The percentage of Below Basic students improved by 1 percentage point to 24% in 2023-24 (fig. 9).
- Year-over-year high school performance remains strong and exceeds pre-pandemic performance (60% combined Proficient and Advanced before the pandemic, 65% in 2022-23, and 64% in 2023-24) (fig. 10).
- Grade 8 had the same combined Proficient and Advanced rate (54%) in 2023-24 as 2018-19 (fig. 10).
- When comparing 2018-19 to 2023-24, percentages of students scoring Below Basic have increased 2 to 4 percentage points for all grades except high school (fig. 10).
- Grade level groups of students were followed each year from 2018-19 until either their last year of ISAT ELA testing or 2023-24 occurred, whichever came first. 3rd through 8th grade groups were followed from 2018-19 onward. This particular analysis was conducted to try to detect patterns of performance within the grade level groups that might be due to pandemic effects. No such patterns were found, however (fig. 11).
- Performance gaps remain between subgroups and the All Students group. While the All Students group had a combined Proficient and Advanced rate of 54% in 2023-24, students in most subgroups had substantially less than 50% combined Proficient and Advanced (figs. 12 & 13).

- Out of 14 groups, four (i.e., Asian, Two or More Races, White, & Students of Military Families) had higher overall performance than the All Students group.
- While gaps remain, it is notable that 3 subgroups (i.e., American Indian, Black/African American, and Students with Disabilities) had decreased performance post-pandemic but have now recovered to meet or exceed their pre-pandemic (2018-19) combined Proficient and Advanced rates.

Data Analysis: English Language Proficiency Assessment (ELPA)

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 14, 17, & 19-23, pgs. 28-33

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 and all subsequent cohorts were substantially different since higher performing students had tested out.
- Since modified exit criteria were implemented during the pandemic, it is impossible to know the degree to which changes in scores since 2020-21 are a result of the change in exit criteria vs. pandemic impacts.

Data Analysis

- The Spanish language remains by far the most common language spoken by English language learners in Idaho. 73% of all EL students speak Spanish (fig. 14)
- The number of students who took the English Language Proficiency Assessment (ELPA) increased from 16,904 in 2022-23 to 19,492 in 2023-24. This represents a 15% year-over-year increase in the population (fig. 17).
- The All Grades English Learner performance level percentages were quite consistent from 2020-21 to 2022-23, but the percentage of students scoring at Proficiency Level 1: Entering increased from 15% in 2022-23 to 21% in 2023-24. It is possible the change is at least partially attributable to the large increase in the EL population during 2023-24 which might have had a larger than normal number of entry level students with minimal English skills (fig. 17).
- Yearly percentages of EL students exiting their language development programs have remained relatively steady since 2020-21 at 9-10%. But what this number should be in order to evaluate overall program effectiveness has not been determined (fig. 19).
- Between 2020-21 and 2023-24 across kindergarten to 4th grade there was steady and quite pronounced growth in the percentage of EL students achieving English language proficiency (fig. 20).

- Roughly 1-2% do so in kindergarten, rising to a high of 25-30% in 4th grade. In 5th grade the yearly percentages decrease to roughly 20-24%.
- Percentages dramatically drop to 2-5% in 6th grade, but then begin a small rise to 5-8% in 8th and 9th grade followed by a gradual drop across 10th and 11th ending with 2-4% in 12th grade, almost back to kindergarten levels.

➢ Since the cut scores were adjusted in 2019-20, the percentage of English Learners achieving their annual growth targets increased from 48.1% in 2020-21 to 55.9% in 2022-23. However, the rate dropped to 45.8% in 2023-24 (fig. 21).

- Percentages of EL students achieving growth targets are greatest in 1st and 2nd grade with percentages ranging between 80-95% depending on the year (fig. 22).
- Percentages then trend downward until 5th grade where 40-65% achieve growth targets. There is a large drop to roughly 18-22% in 6th followed by a slight rise to 18-25% in 7th and 8th. Percentages then hold relatively steady across 9th through 11th at 20-27% and then drop to 13-20% in 12th grade (fig. 22).

➢ The WIDA Alternate Access assessment for EL students with disabilities was administered for the first time in 2023-24 (fig. 23).

- 157 students completed all sections of the assessment.
- All performance levels were reflected in the results.
- 72% of the students performed at the PL3-Developing category. This is in contrast to 40% of the General Access WIDA students performing at this level.
- 46% of the students performed at PL1-Entering whereas 1% of the General Access WIDA students did so.

Mathematics

Data Analysis: ISAT Math

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 24-32, pgs. 36-44

Data Considerations:

– After a gap in testing in 2019-20, for the following two years (2020-21 & 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; however, students are still allowed to take the assessment in the 10th grade and bank their scores for use in 11th grade. Thus, students whose 10th grade score is Proficient or

Advanced using 11th grade criteria can use that score in place of taking the test again during 11th grade. It is impossible to know the impact this may have on high school scores going forward since students who choose to use the score they earn during 10th grade might have scored higher because of additional schooling and maturation if they had waited until 11th grade to take the assessment.

Data Analysis

- After a 4 percentage point decrease in combined Proficient and Advanced performance in the All Students All Grades group during the pandemic (44% in 2018-19 down to 40% in 2020-21), the percentage recovered to 43% in 2021-22 and held steady at 42-43% during 2022-23 and 2023-24 (fig. 24).
- Between 2020-21 and 2023-24 Below Basic percentages for the All Students All Grades group increased 3 to 4 percentage points from pre-pandemic levels to 30-32% and appear to be holding steady in a narrow range (fig. 24).
    - The increase might be due to lingering pandemic effects.
- There has been no change in the longstanding trend of math performance decreasing as students progress through the K-12 system (fig. 25).
    - For example, in 2023-24, 50% of 3rd graders were Proficient or Advanced and 27% were Below Basic. Only 36% of high school students were Proficient or Advanced and 39% were Below Basic.
- Every grade except high school has lower combined percentages of Proficient and Advanced students in 2023-24 than in 2018-19. The drops are not appreciable, just 1 to 3 percentage points, but they underscore the lack of growth that is occurring throughout the system (fig. 25).
- Percentages of students scoring Below Basic have increased in every grade level post-pandemic and are holding steady (fig. 25).
    - High School: increased 1 percentage point between 2018-19 and 2023-24;
    - 3 percentage points in grade 8;
    - 4 percentage points in grades 3, 4, 5, & 7; and
    - 5 percentage points in grade 6.
- Groups of students moving through the grades show no divergences from trends that have been previously discussed. Namely, as grade level increases overall student performance decreases. No group shows greater pandemic impacts than the others. Please note that these data do not reflect true cohorts of students moving through the grades but instead individual groups by grade level and year (fig. 26)

- In 2023-24, 4 of 7 race/ethnicity groups had lower combined percentages of Proficient and Advanced students, from 12-23 percentage points, when compared to the All Students group whose combined percentage was 43% (fig. 27).
    - These differences were large and quite stable before the pandemic. Most were exacerbated by the pandemic, and no evidence of gap closure has emerged.
    - In 2023-24, 3 race/ethnicity groups (i.e., Asian, Two or More Races, and White) outperformed the All Students group by 3-20 percentage points in combined percentage of Proficient and Advanced.
- In 2023-24, 6 of 7 student subgroups had lower combined Proficient and Advanced percentages, from 13-31 percentage points, when compared to the All Students group, whose combined percentage was 43% (fig. 28).
    - These differences were large and quite stable before the pandemic. Most were exacerbated by the pandemic, and no evidence of gap closure has emerged.
    - In 2024, 1 student subgroup (i.e., Military Connected Families) outperformed the All Students group in combined Proficient and Advanced by 2 percentage points. Their combined percentage has grown from 41% in 2019 to 45% in 2024.
- There has been no change in cohort trend lines. As has been previously reported, cohort performance begins to diverge from performance expectations after the 4th grade and the underperformance increases with each subsequent grade level thereafter (figs. 29-31).
- Of 111,676 students who took the Math portion of the ISAT in 2022-23 and 2023-24, 20% dropped to a lower performance level in 2024 when compared to their 2023 level, 61% remained at the same performance level, and 19% moved to a higher level (fig. 32).
- The movement of students from Below Basic and Basic to higher categories is a positive finding (fig. 32).
    - 24% of students who scored Below Basic in 2022-23 moved to higher performance levels in 2023-24.
    - 25% of students who were Basic in 2022-23 moved to higher performance levels in 2023-24.
    - 24% of students who were Proficient in 2023 moved to Advanced in 2023-24.
- An ongoing challenge for Idaho is students falling into lower performance levels than those they were in the previous year (fig. 32).
    - 26% who were Basic in 2022-23 fell to Below Basic in 2023-24.
    - 31% who were Proficient in 2022-23 dropped to Basic or Below Basic in 2023-24.
    - 27% who were Advanced in 2022-23 dropped to lower performance categories in 2023-24.

High School – Graduation and Go On Rates

Data Analysis: Graduation Rates

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 33-37, pgs. 45-49

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding 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.

Data Analysis

- 4 year graduation rates are trending upward from their post-pandemic lows. They have increased about 1 percentage point per year for each of the past two years, hitting an all-time high of 82.3% in 2023-24 (fig. 33).
- 5 year graduation rates also appear to be trending upward from post-pandemic lows, although they had not achieved an all-time high by 2022-23 (fig. 33).
- For 2023-24, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, 11 groups achieved their highest 4 year graduation rate, 4 groups were roughly equal to their highest, and 1 group was below but near their highest. Comparisons cover the years 2020-21 to 2023-24 (figs. 34 & 35).
    - 12 of the 16 groups exhibited lower 4 year graduation rates when compared to the All Students group. Thus, progress is being made but gaps remain (figs. 34 & 35).
- For 2022-23, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, 3 groups exceeded their 2018-19 pre-pandemic level for 5 year graduation rates, 7 groups were equal to or near their pre-pandemic levels, and 6 groups were lower. Comparisons cover the years 2018-19 to 2022-23 (figs. 36 & 37).
    - 12 of the 16 groups exhibited lower 5 year graduation rates when compared to the All Students group, 3 were higher, and 1 was equal to the All Students group. Thus, gaps remain and if they are closing, they are doing so slowly (figs. 36 & 37).
- A standout is American Indians/Alaskan Natives. The group averaged 74% 5 year cohort graduation over the past three years (2020-21, 2021-22, 2022-23). That is an increase of about 4 percentage points above their pre-pandemic level of 70% in 2018-19 (fig. 36).

Data Analysis: Go On Rates

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 38-42, pgs. 51-53

- **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 2022-23 graduates who pursued postsecondary education in the 2023-24 school year, and the most recent 3 year Go On rates are for 2020-21 graduates who pursued opportunities in 2021-22, 2022-23, or 2023-24.
- 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.[2]

1 and 3 Year Go On Rates

Data Analysis

- After dropping from 50% in 2018-19, the All Students 1 year Go On rate has been stable at 44-46% between 2019-20 and 2022-23 (fig. 38).
- Differences in 1 Year Go On rates persist between 11 subgroups grouped by race/ethnicity and other characteristics and the All Students group (figs. 39 & 40).
    - For the 7 groups that underperformed in 2022-23, the range was 3-24 percentage points less than the All Students group.
    - For the 3 groups that out-performed in 2022-23, the range was 4-20 percentage points greater than the All Students group.
    - One group, White, tied the All Students group at 44%.
- 3 Year Go On rates for the All Students group trended downward from 64% in 2015-16 to a low of 53% in 2019-20. However, 6 of the 11 points of this drop occurred with the 2019-20 graduates who graduated the year of the pandemic. 3 year rates increased by 1 percentage point to 54% in 2020-21, still well below the previous high. 2020-21 was, however, heavily influenced by the pandemic, so more years of data are needed to monitor the persistence of the lower Go-On rates (fig. 38).
- Differences in 3 Year Go On rates persist between 11 subgroups grouped by race/ethnicity and other characteristics and the All Students group (figs. 41 & 42).
    - 10 groups underperformed the All Students group in 2020-21 from 1-30 percentage points.

[2] NCES, 2023

- Only 1 group, Asian, outperformed the All Students group in 2020-21 and did so by 10 percentage points.
- No group tied the All Students group in 2020-21 but Black students were within 1 percentage point at 53%.

➢ 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.

Enrollment and Attendance

Data Analysis: Enrollment

Associated Data: 2023-2024 Student Achievement Report (App. A), Figure 1, pg. 11

Data Analysis

➢ Idaho total public school enrollment has held relatively steady since 2021-22 (fig. 1).

- Enrollment dropped by 1,647 students to 302,910 in 2020-21 but then increased to 308,325 in 2021-22.
- Enrollment has remained around 308,000 to 309,000 students during the last three years (2021-22, 2022-23, & 2023-24).

Data Analysis: Attendance

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 43-51, pgs. 55-63

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).

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 to 75% in 2021-22. The percentage rebounded to 80% in 2022-23 and to 82% in 2023-24 (fig. 43).
- Between 2021-22 and 2023-24, differences in adequate attendance varied across the three grade bands by only 1-2 percentage points, meaning that no grade band can be singled out for having substantially higher or lower adequate attendance. (fig. 44).
    - Severely chronic absenteeism appears to increase as the grade bands go up. For the past two years (2022-23 & 2023-24), grades K-5 have had 2% severely chronically absent, grades 6-8 4%, and grades 9-12 5-6%.
- 15 subgroups of students vary widely in adequate attendance, and most underperform the All Students group. The following comparisons were made in comparison to the All Students group rate of 82% (figs. 45 & 46).
    - Groups with adequate attendance higher than the All Students group: White (84%) and Asian/Pacific Islanders (87%).
    - Groups with the same adequate attendance rate as All Students: Males (82%).
    - Groups with adequate attendance rates slightly lower than All Students: Females (81%), Two or More Races (79%), and Black/African American (79%).
    - Groups with adequate attendance markedly lower than the All Students group that had improved attendance in 2023-24: Homeless (63%), Migrant (75%), English Learners (77%), Students with Disabilities (74%), Economically Disadvantaged (75%), Native Hawaiian (72%), Hispanic/Latin (77%), American Indian (70%).
    - Groups with adequate attendance markedly lower than the All Students group that had the same or lower attendance in 2023-24 than prior years: Foster Care (69%).
- Two groups stand out for increases in adequate attendance between 2021-22 and 2023-24. American Indians/Alaskan Natives and Homeless students started out in 2021-22 at 58% and 52% respectively adequate attendance. By 2023-24, their adequate attendance had steadily risen to 70% for American Indians/Alaskan Natives and 63% for Homeless students (figs. 45 & 46).
- Charter schools, with 2023-24 total enrollments of 24,425 students, had 86% adequate attendance. Only district virtual schools, with a total enrollment of 12,715 students, did better with 94% adequate attendance (fig. 47).
- Charter virtual schools, with 2023-24 total enrollments of 6,234 students, have steadily fallen from 95% adequate attendance in 2018-19 to 68% in 2023-24 (fig. 47).

- Traditional schools, with 2023-24 total enrollments of 266,050, had 81% adequate attendance (fig. 47).
- Correlation is not causation and the correlation between attendance and student achievement is not large. However, the relationship between attendance and performance is unmistakable (figs. 48-50).
    - At all IRI grade levels (i.e., K-3) IRI composite scores , without exception, always follow an ascending pattern from lowest attendance and lowest mean composite scores to highest attendance and highest mean composite scores (fig. 50).
    - At all grade levels and for both ELA and mathematics, mean scale scores, without exception, always follow an ascending pattern from lowest attendance and lowest mean scale scores to highest attendance and highest mean scale scores (figs. 48 & 49).
- Not only does attendance predict test scores, it also predicts high school graduation. 92% of 2024 graduates had adequate attendance during their 9th grade year. Only 71% of non-graduates in this cohort had adequate attendance during their 9th grade year (fig. 51).

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.	President, Idaho State Board of Education Retired Superintendent, West Ada School District #2
Cindy Siddoway, B.A.	Member, Idaho State Board of Education Owner, Siddoway Sheep Co. and Juniper Mountain Ranch Former School Board Trustee, West Jefferson School District #253
Michelle Clement-Taylor, B.A.	Interim Chief Operating Officer, Idaho State Department of Education

Designated Members

Sherry Ann Adams, Ph.D.	Superintendent, Melba School District #136 Designated Seat: School District Superintendent
Julian Duffey, M.Ed.	Owner, Balance Point, LLC. Designated Seat: Special Education
Adam Johnson, Ed.S.	Assistant Superintendent and Assessment Director, Blaine County School District #61 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

At-Large Members

Iris Chimburas, B.A.	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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SCHOOL YEAR 2023-24

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 errors 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 2023-24 school year is labeled 2024. In this report, when a school year is identified with one date, for example, 2024 refers to the school year starting in the previous calendar year's fall (i.e., 2023) and ending in named school year's spring (i.e., 2024)

Sample Size

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

2019 Pre-Pandemic Baseline

This report includes results from the 2018-19 school year as the pre-pandemic baseline as applicable. 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.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho Department of Education, presents Idaho's 2023-24 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.[1] Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

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

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

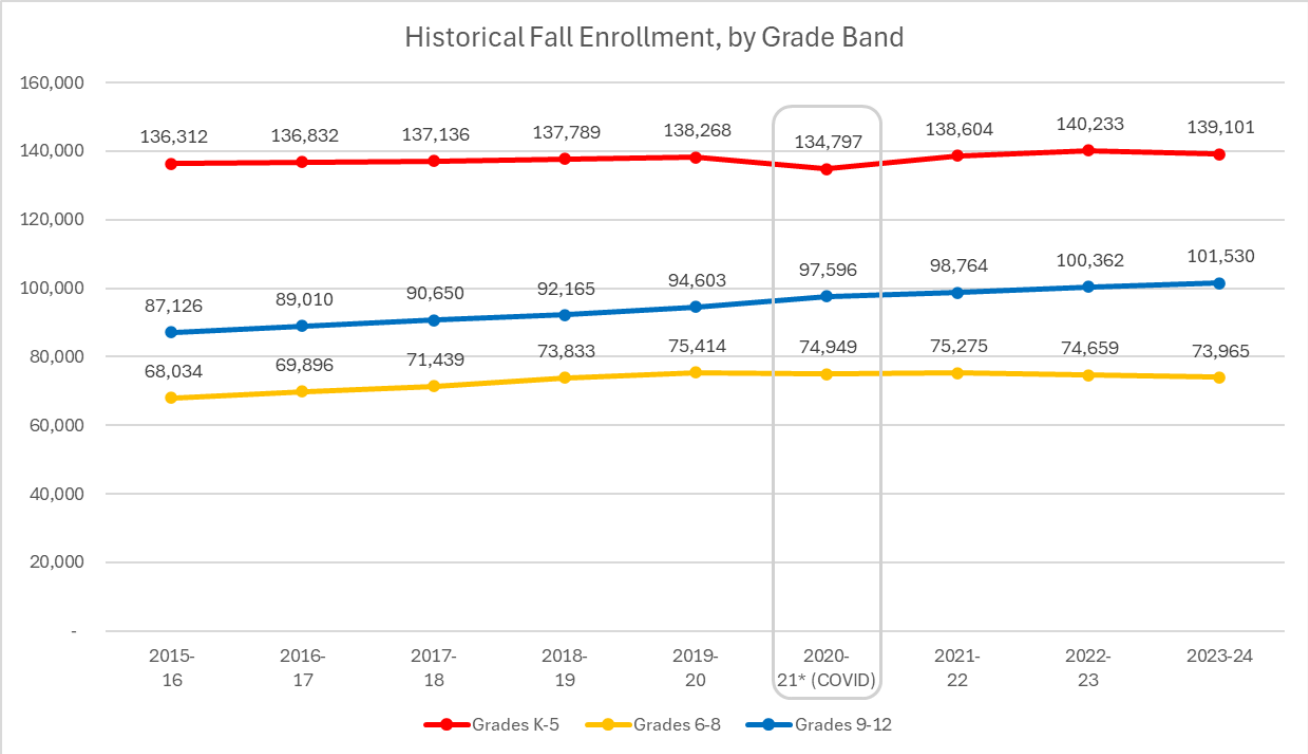
[1] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 308,718 students in Idaho's public schools in 2023-24. 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 in elementary schools (Kindergarten through 5th grade) and middle schools (grades 6 – 8) have experience little change since the 2021-2022 year, though high school (grades 9 – 12) is slightly trending upwards.

Figure 1: Idaho Public School Fall Enrollment



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.

The new Idaho Reading Indicator (IRI) is a computer-adaptive screening assessment administered on a tablet or computer. It consists of **multiple short tests designed to measure foundational literacy skills, including:**

- Listening Comprehension
- Letter Knowledge
- Phonemic Awareness
- Vocabulary
- Spelling
- Alphabetic Decoding
- Reading Comprehension
- Text Fluency

Each grade level completes a specific set of subtests tailored to their **developmental stage. For instance:**

- Kindergarteners are not assessed in text fluency.
- Third graders are generally not assessed in phonemic awareness.

However, because the assessment is computer-adaptive, students can "gate" up or down into subtests that may not be **normed for their grade level based on their performance.**

The IRI provides detailed reports for each subtest as well as an overall literacy ability score, giving educators a comprehensive snapshot of a student's foundational reading skills.

Idaho Reading Indicator (IRI) Reporting Framework

The Idaho Reading Indicator (IRI) reports student performance using a three-tiered system to classify proficiency levels based on percentile ranges:

- **Tier 1:** On Grade Level
    - Students scoring at or above the 40th percentile demonstrate proficiency and are considered on grade level.
- **Tier 2:** Near Grade Level
    - Students scoring between the 21st and 40th percentile are approaching grade-level proficiency and may require additional support or interventions to reach on grade level.
- **Tier 3:** Below Grade Level
    - Students scoring at or below the 20th percentile are significantly below grade level and require intensive interventions to support literacy development.

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. To see scores in old norms, see Appendix.

Figure 2: Fall and Spring IRI Performance

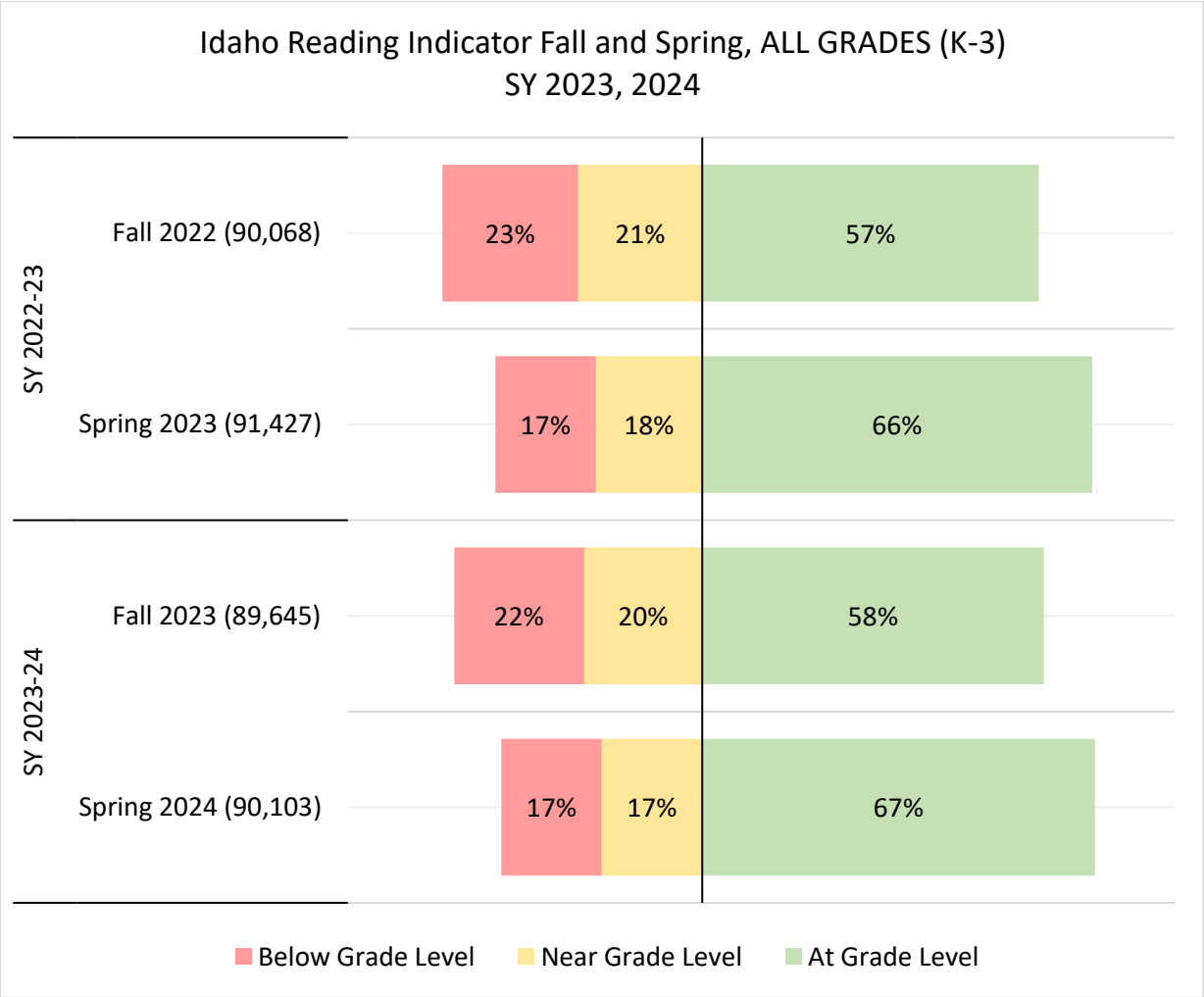
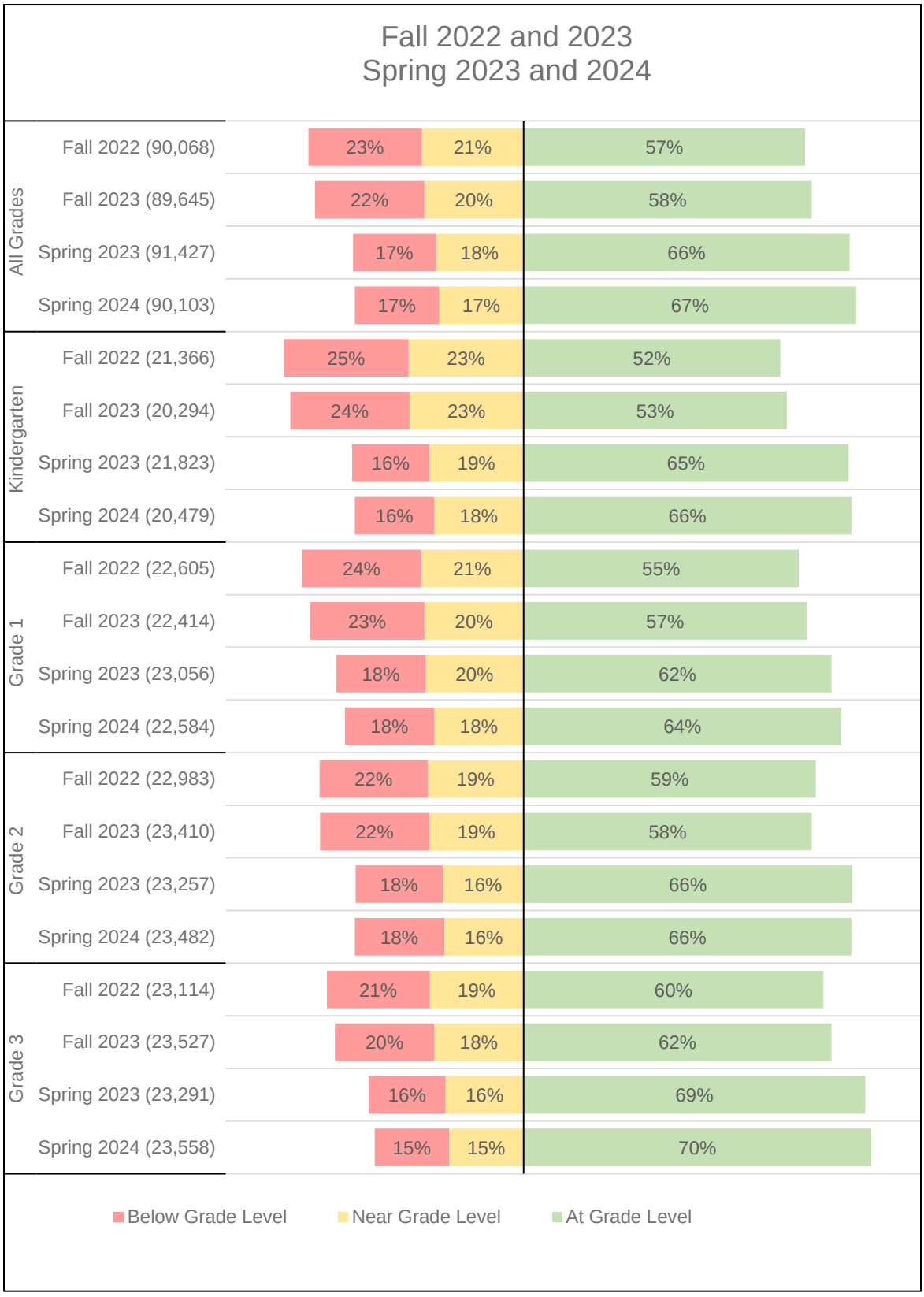
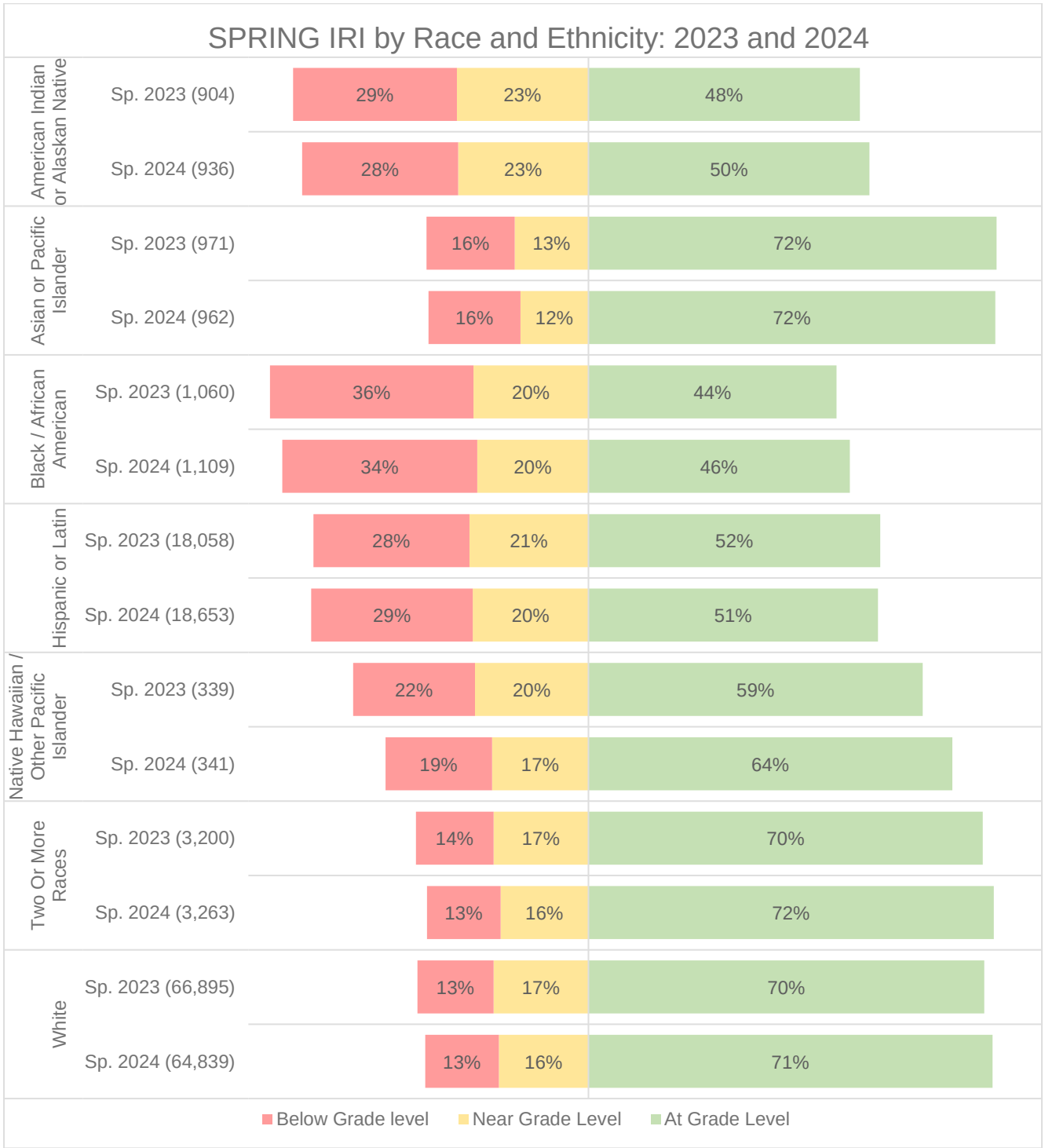


Figure 3: IRI Performance by Grade by Year



Spring 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: 2023 and 2024



Spring 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 2023 & 2024

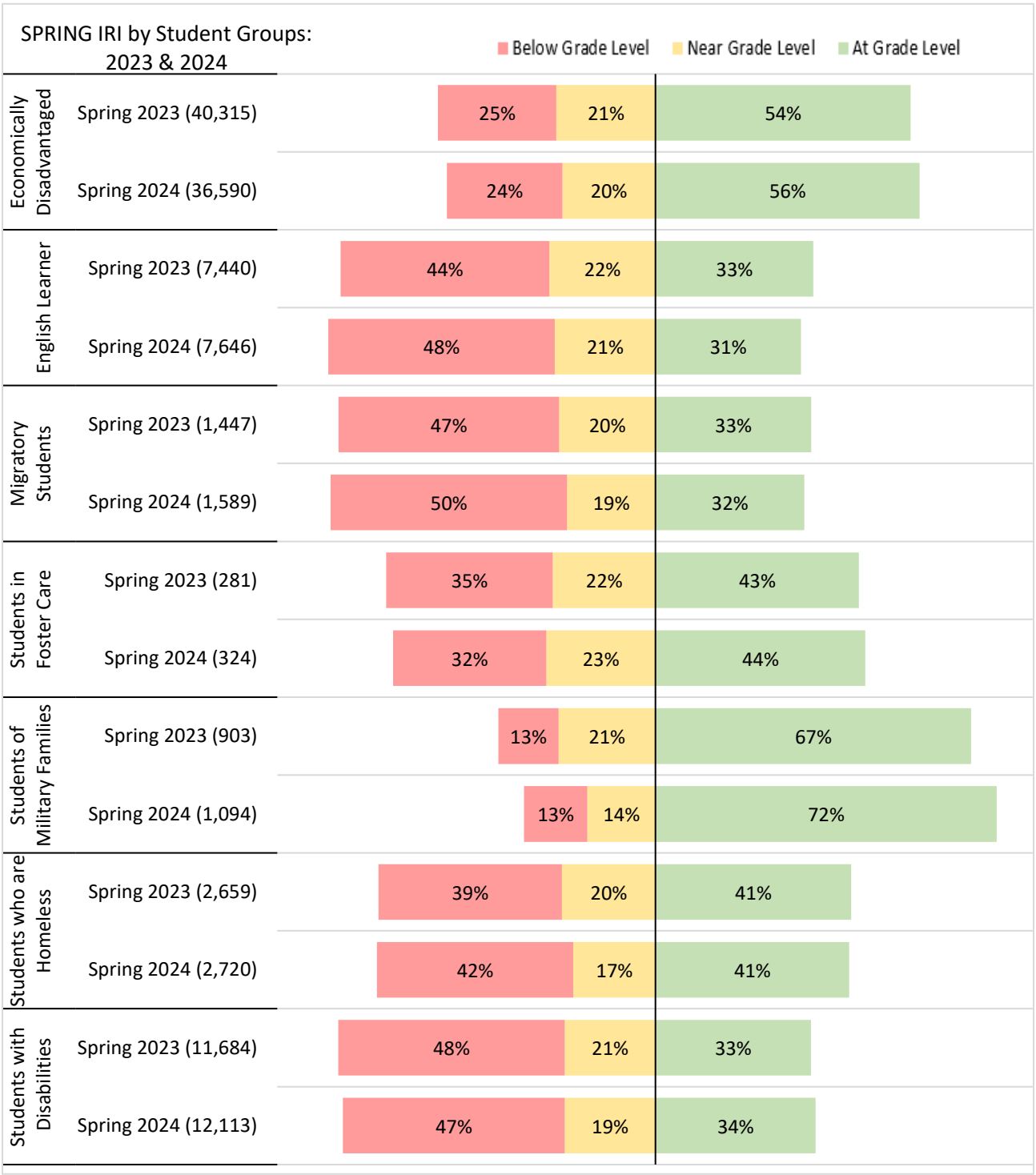


Figure 6: Spring IRI Performance by Gender: 2023 & 2024

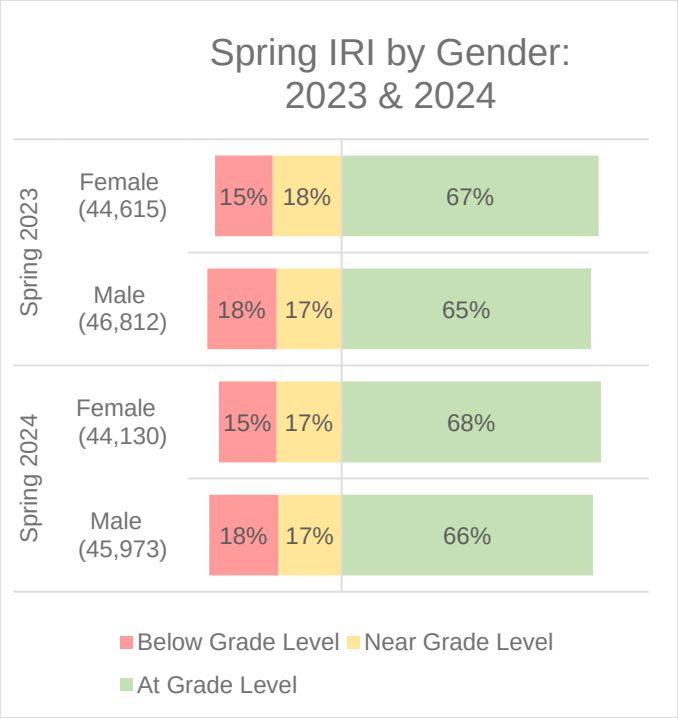
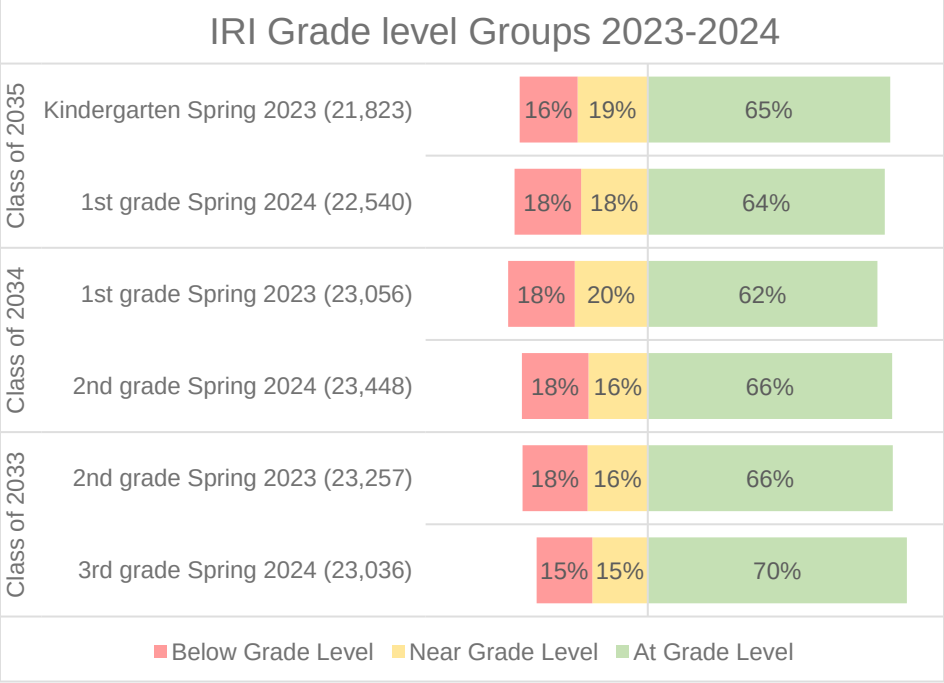


Figure 7 shows IRI performance by graduating classes.

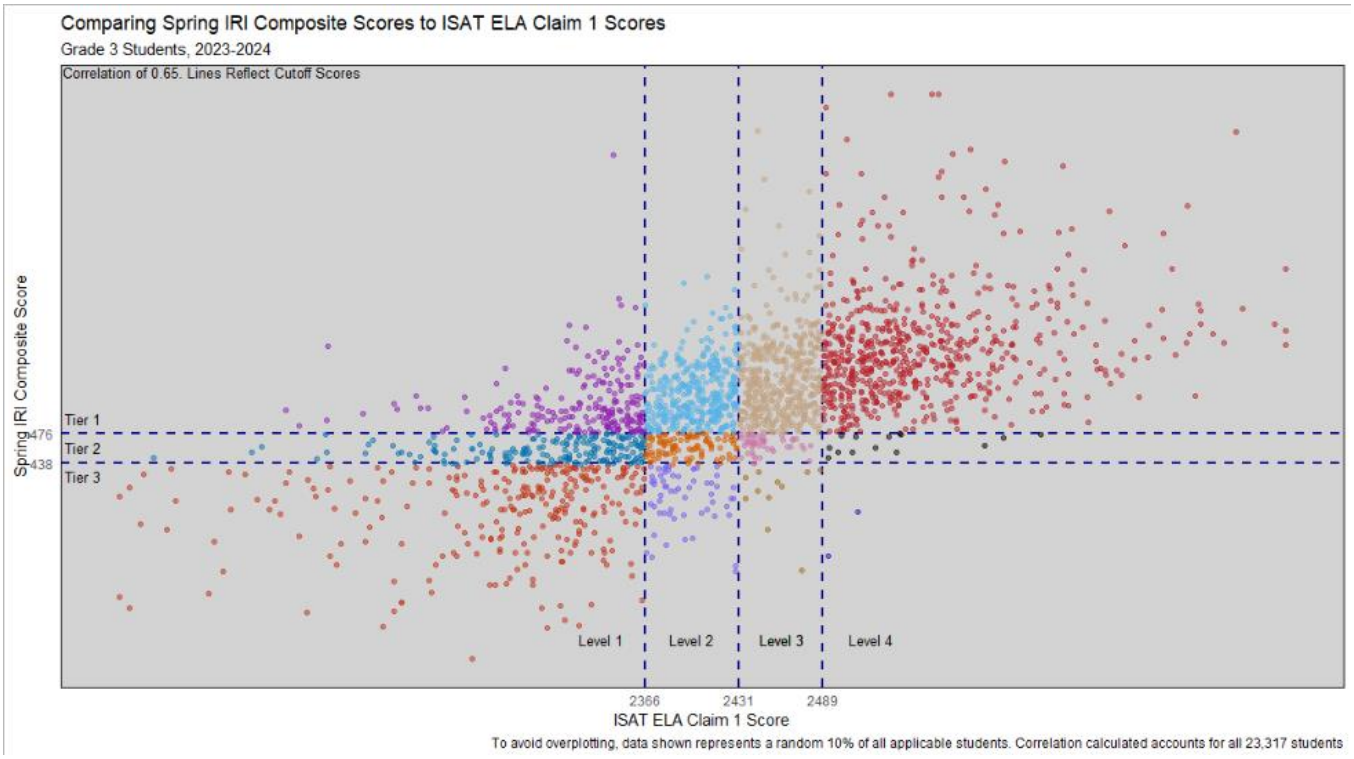
Figure 7: Spring IRI Grade level Groups*



**groups of students- not true cohort*

Figure 8: IRI Correlation to ISAT Claim 1 Reading Scores

- There is a clear trend that higher scores in one test can coincide with higher scores in another, but there are too many exceptions to assume a student will do well in one test due to a high score in the other
- This is further explained with noting that 12.2% of students scored in the lowest level/tier of one test but the highest of the other



ISAT English Language Arts and Literacy (ELA)

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho's school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).[2] These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math and ELA, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including reading, writing, computational thinking, and mathematical concepts and procedures.

The ISAT in Math and ELA comprises two components: a computer-adaptive test and performance tasks. The primary objectives of the assessment are:

1. **Evaluation and Accountability**: To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness**: To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.
3. **In-Depth Demonstration of Skills**: To maximize students' ability to showcase their full knowledge and skills by utilizing the advantages of computer-adaptive testing.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways as determined by their Individualized Education Program (IEP) team. They can take the:

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

[2] 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.

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 specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

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

Data Considerations

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency*. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grades 10 and 11 starting in 2023) across the four achievement levels.

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 were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

Based on input from LEAs and the Idaho State Board of Education, the Department decided to return to the shortened form of the ISAT blueprint for school year 2023-24 and beyond. Combined claim level scores became available for the shortened blueprint in 2023-24.

As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school 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 9 or 10 students could take the Grade-11 ISAT for banking, if they had received instruction on all relevant Idaho Content Standards in that subject. Please see Accountability Business Rules for details.

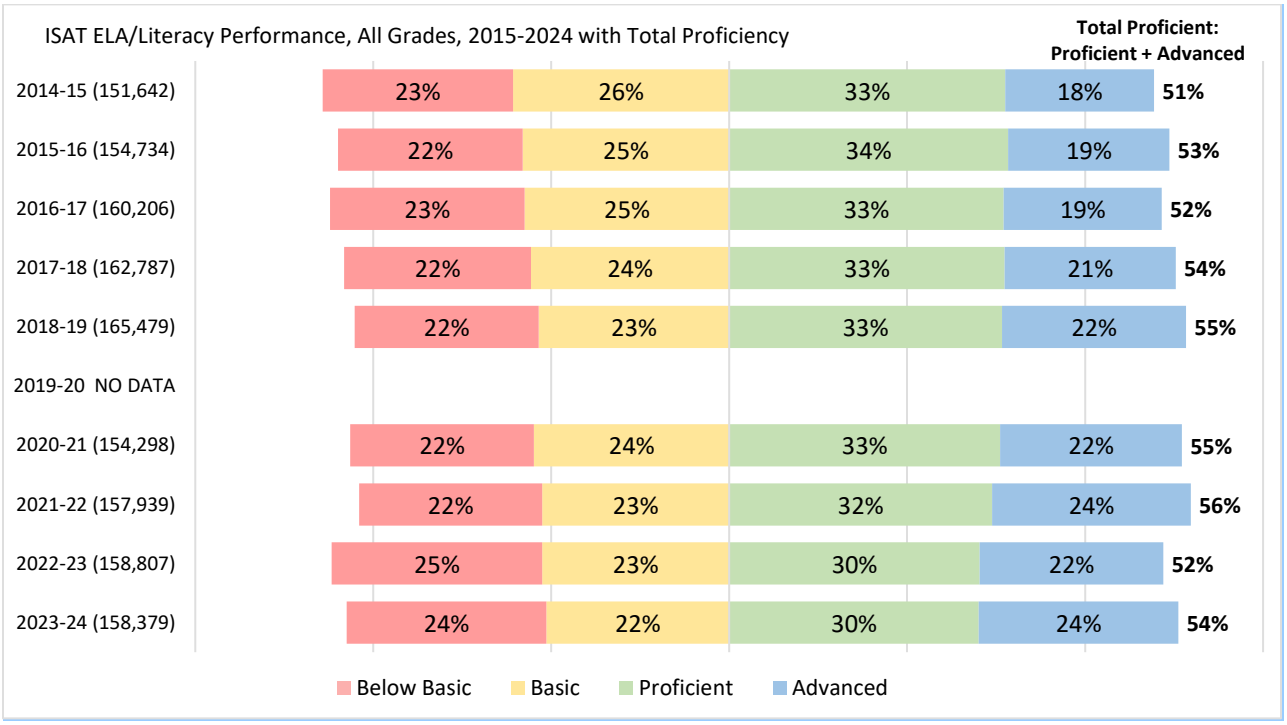
The graphs below display student data from before and after 2020, highlighting the impact of COVID-19, which disrupted instruction and halted assessments. Some graphs span multiple

years, while others, due to space constraints, focus on recent years but include the 2018-2019 school year for a pre- and post-pandemic comparison.

*Standard setting, which determined cut scores and proficiency levels, for the Smarter Balanced mathematics and English/Language Arts assessments occurred in October, 2018. These determinations were based on field test data and the methodologies were approved by the consortium's Technical Advisory Committee before they were finalized.

ISAT ELA Performance, All Grades

Figure 9: ISAT ELA Performance All Grades, School Years 2015-2024*

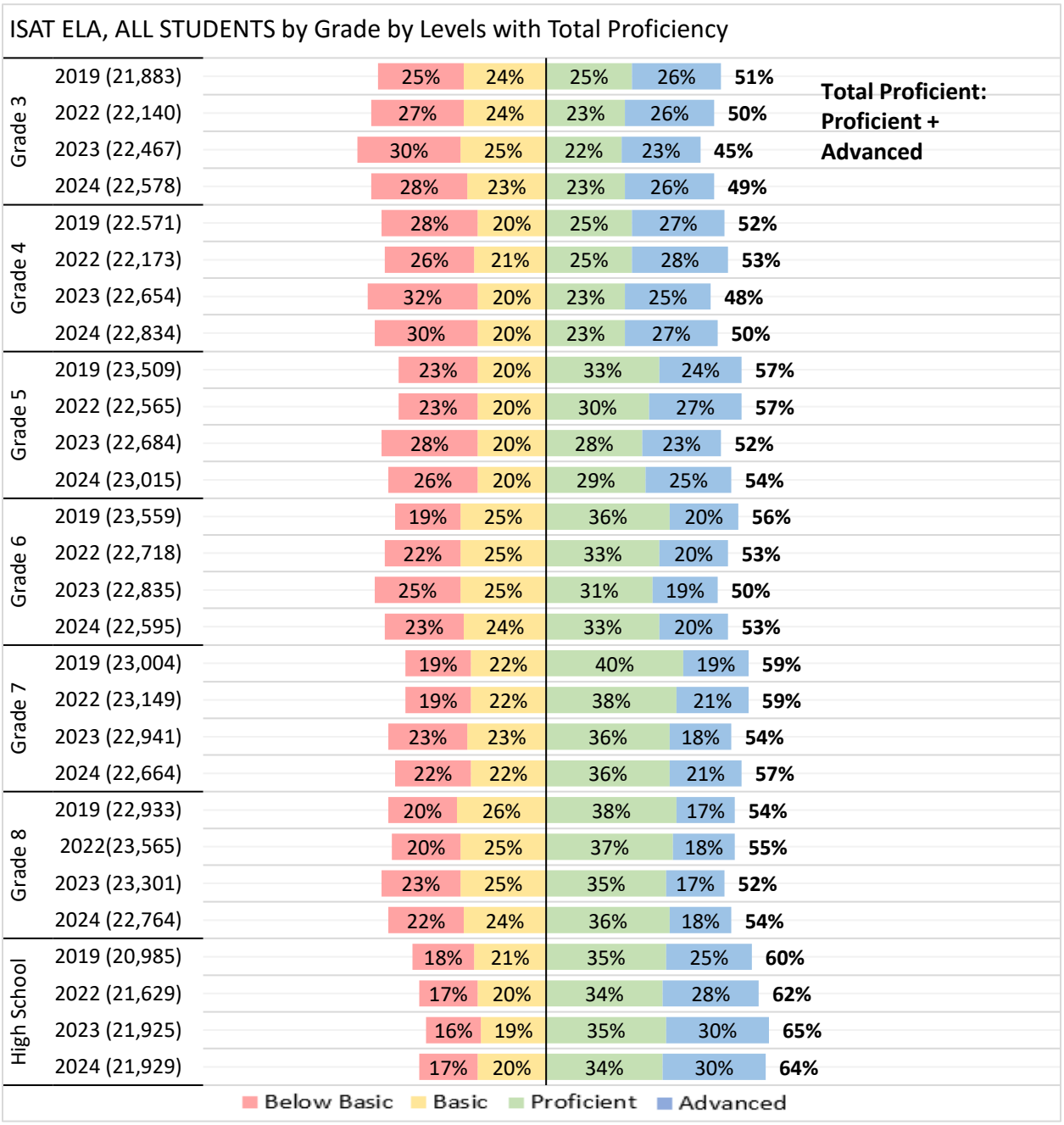


***Note**- Data are not available in 2020 because of COVID-related lapses in test-taking.*

** The 2021, 2022, and 2024 ISAT were on the shortened blueprint.*

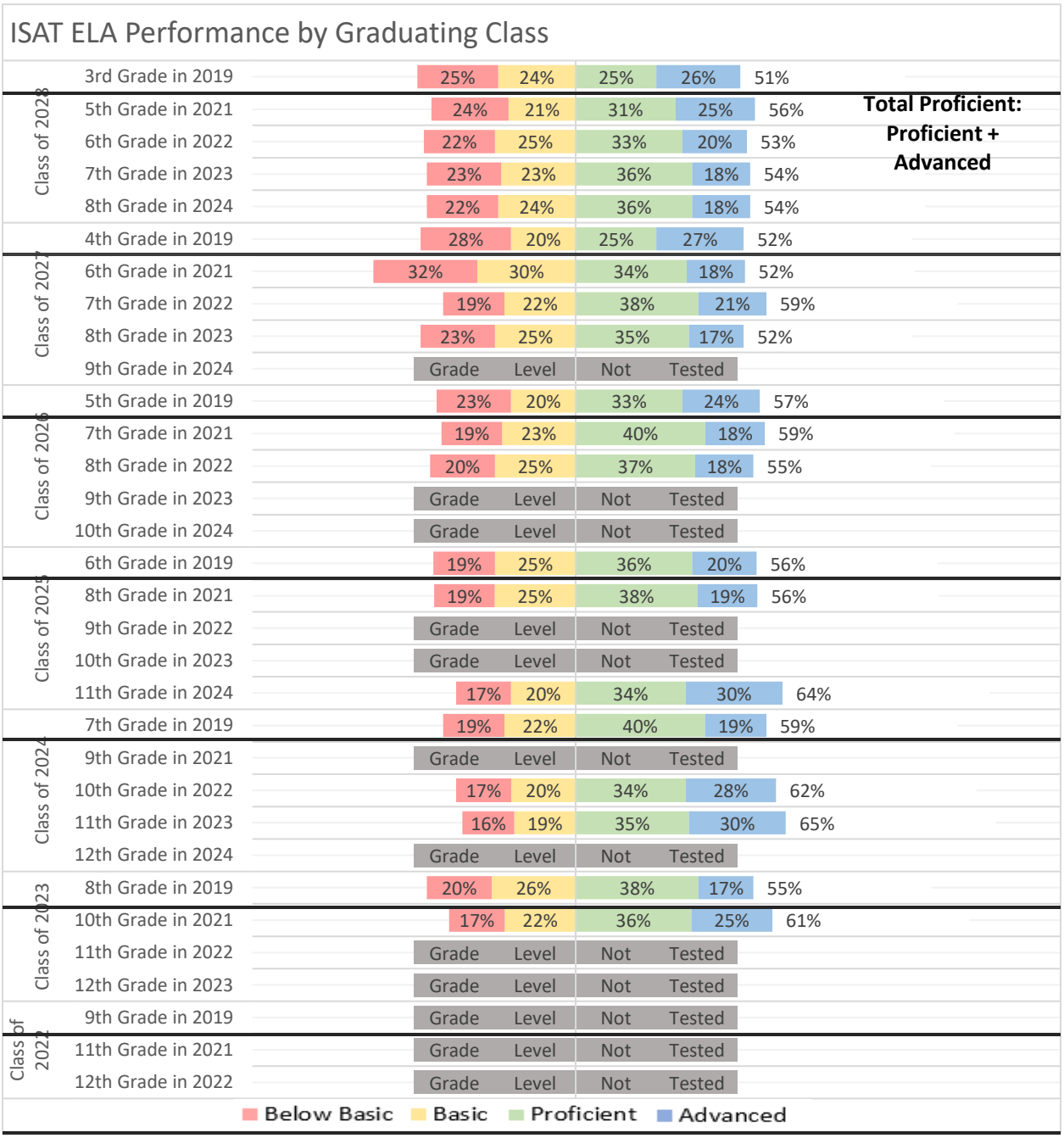
ISAT ELA Performance by Grade

Figure 10: ISAT ELA Performance by Grade SYs 2019, 2022*, 2023, and 2024*



**Both 2022 and 2024 were on the shortened blueprint.*

Figure 11: ISAT ELA Performance for 2019 and 2021-2024 by Graduating Class



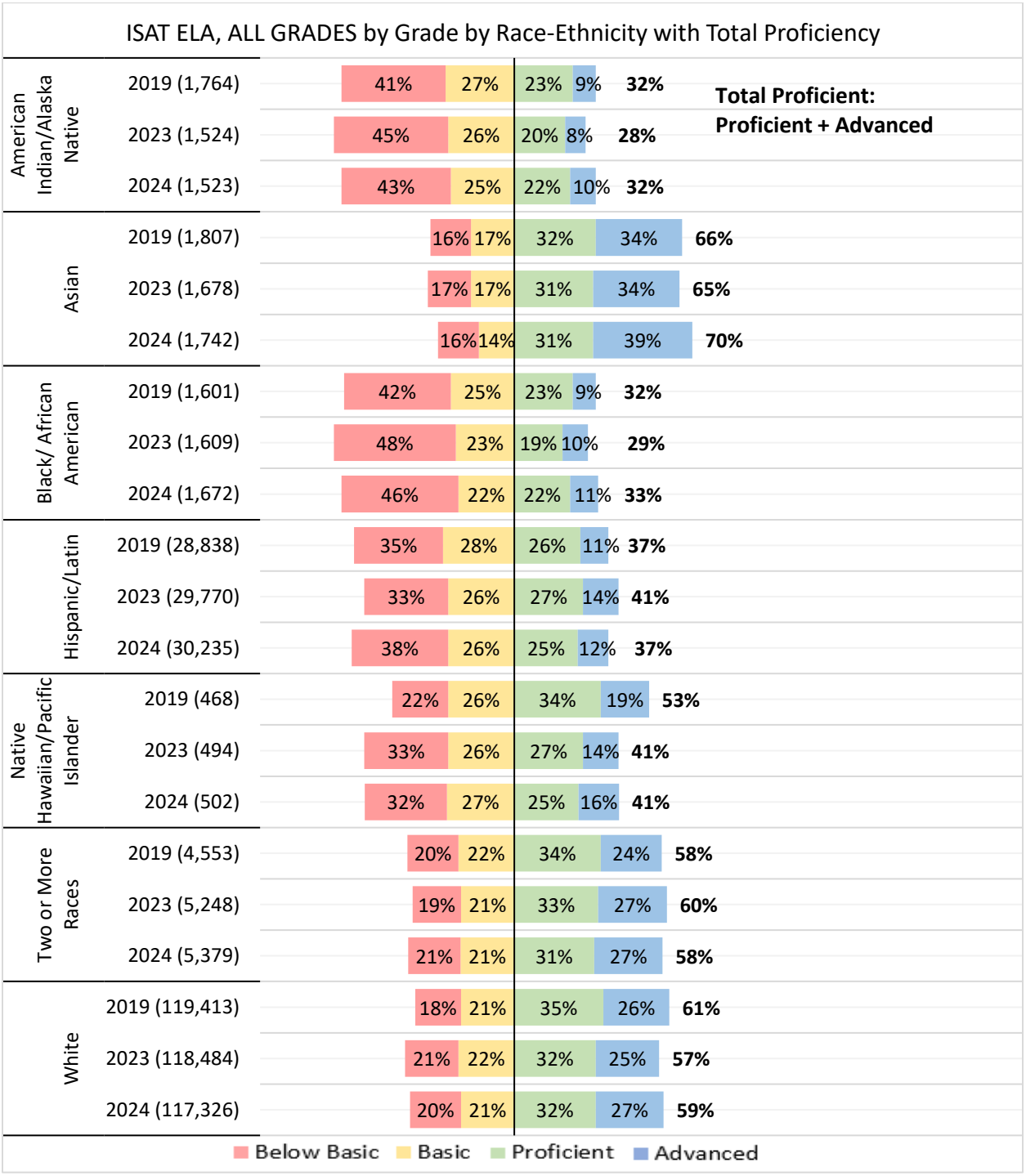
***Note**- Data are not available in 2020 because of COVID-related lapses in test-taking.*

** The 2022 and 2024 ISAT were on the shortened blueprint.*

** Students test in grades 3-8 and high school. Starting in Spring 2023, the tested high school grade shifted from 10th to 11th grade.*

ISAT ELA Performance by Race and Ethnicity

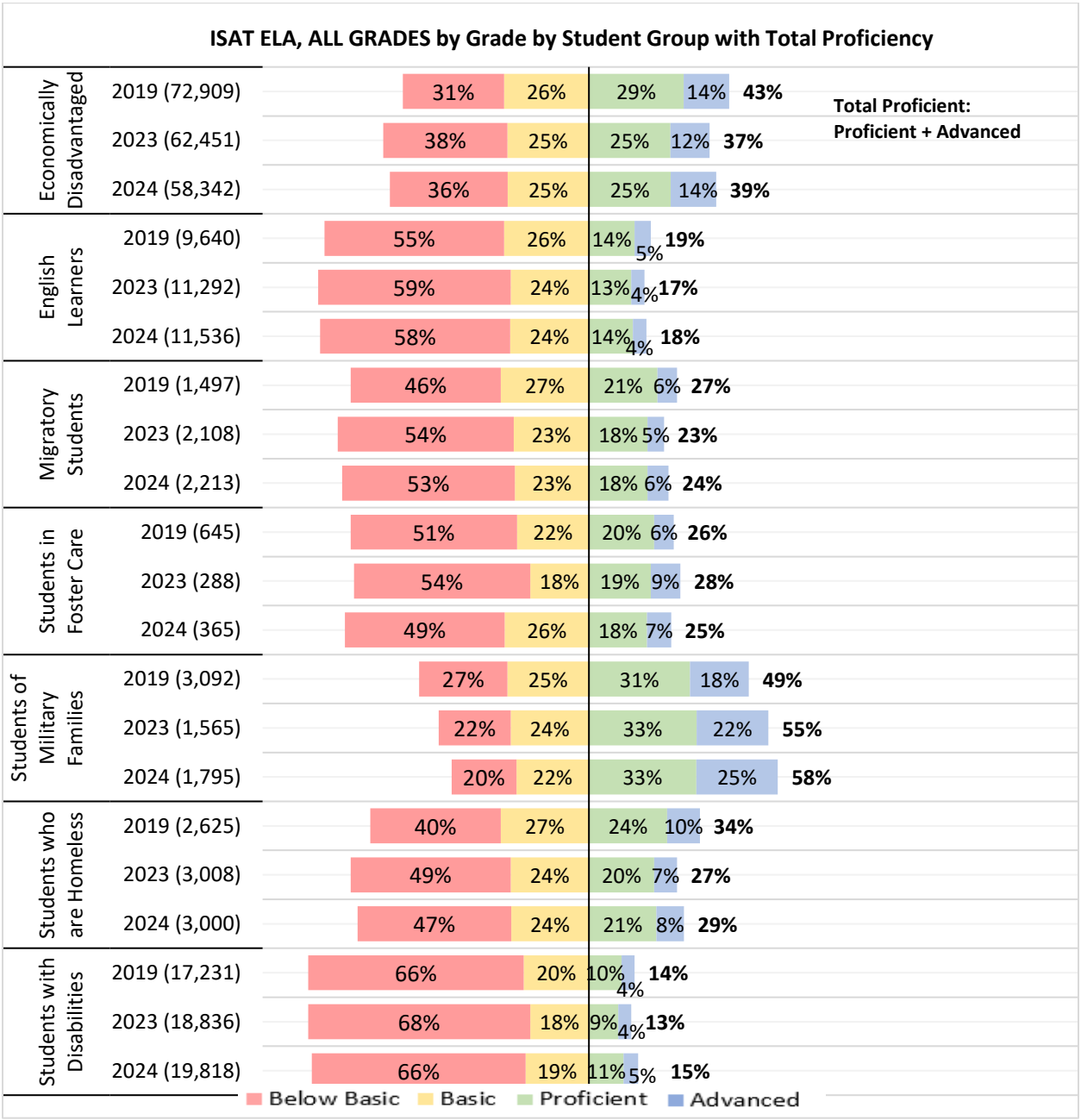
Figure 12: ISAT ELA Performance by Race and Ethnicity in 2019, 2023, and 2024*



** The 2024 ISAT was on the shortened blueprint.*

ISAT ELA Performance by Student Group

Figure 13: ISAT ELA Performance by Student Groups in 2019, 2023, and 2024*



** The 2024 ISAT was on the shortened blueprint.*

English Language Proficiency Assessment ELPA

The English Language Proficiency Assessment (ELPA), which includes both screener and summative test types, measures English language proficiency in listening, speaking, reading, and writing as defined by Idaho's English Language Development Standards[3]. The Elementary and Secondary Education Act, as amended by Section 3113[4] of the *Every Student Succeeds Act* (2015), requires state educational agencies to establish and implement standardized, statewide entrance and exit procedures for students identified as English learners (ELs). Idaho Code § 33-1617[5] and § 33-1624[6] support these federal mandates by outlining the legislative intent to develop statewide, research-based English language proficiency goals and by providing a standardized mechanism for evaluating annual English language proficiency growth. The Idaho Administrative Code[7][8] requires that provisional ELs be screened to determine program eligibility and that identified ELs complete the annual summative assessment. ELPA student performance results are used to monitor individual English language proficiency growth, English language proficiency, and to evaluate district program efficacy.

Idaho joined the WIDA Consortium in 2015 and began administering ACCESS for ELLs—WIDA's summative English language proficiency (ELP) assessment—in 2016. In addition to the summative ELPA, Idaho administers both the WIDA Screener and the WIDA Screener for Kindergarten as the state's ELP screeners to determine a student's EL program eligibility. The EL identification process is completed within the first 30 days of enrollment in an Idaho public school, and the results of the WIDA Screener establish a student's initial English language proficiency level, informing district programmatic and instructional decisions.

ACCESS for ELLs performance results are reported as both scale scores and proficiency levels (PLs). A scale score and proficiency level are produced for each language domain assessed (reading, writing, listening, and speaking). Composite scores are also generated (overall, literacy, oral, and comprehension). Proficiency levels are interpretive scores that describe what a student knows and can do in English. The six proficiency levels are:

- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding

[3] IDAPA Rule: 08.02.03.004.02
[4] Every Student Succeeds Act, 20 U.S.C. § 3113(b)(2). https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf
[5] Idaho Code § 33-1617:https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1617/
[6] Idaho Code § 33-1624:https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch16/sect33-1624/
[7] IDAPA Rule: 08.02.03.111.03
[8] IDAPA Rule: 08.02.03.111.06.(a)-(m)

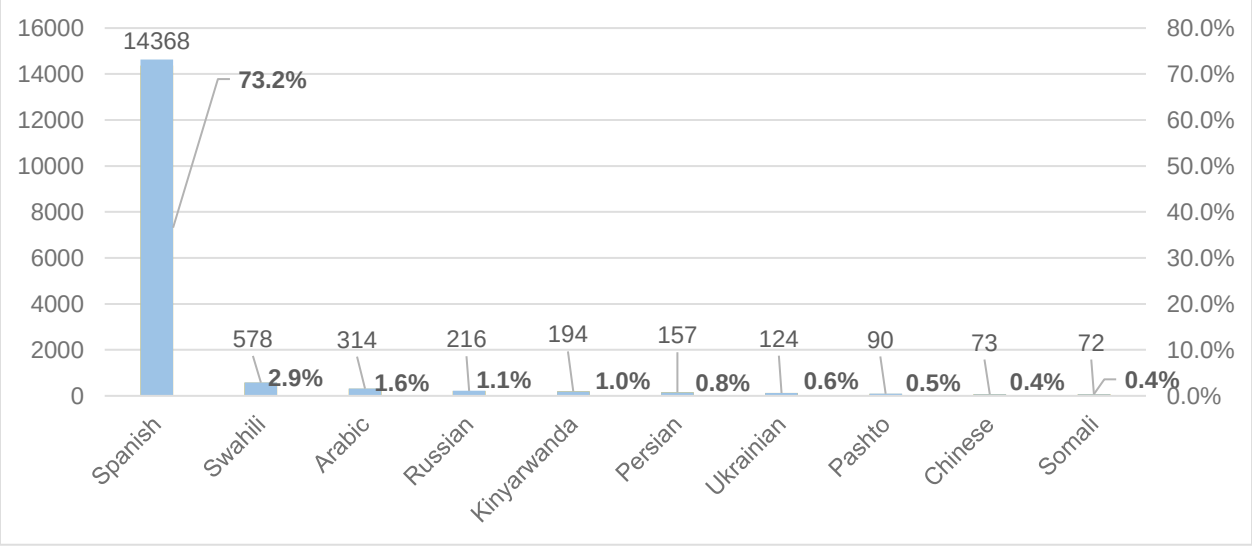
- Proficiency Level 5: Bridging
- Proficiency Level 6: Reaching

In 2017, the Department slightly modified the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for reclassification from an LEA's Language Instruction Educational 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 modified the overall composite proficiency level reclassification 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[9].

ELs with the most significant cognitive impairments, who meet the Idaho Alternate Assessment participation criteria, complete WIDA Alternate ACCESS. The proficiency levels for WIDA Alternate ACCESS are reported under the five proficiency levels outlined below:

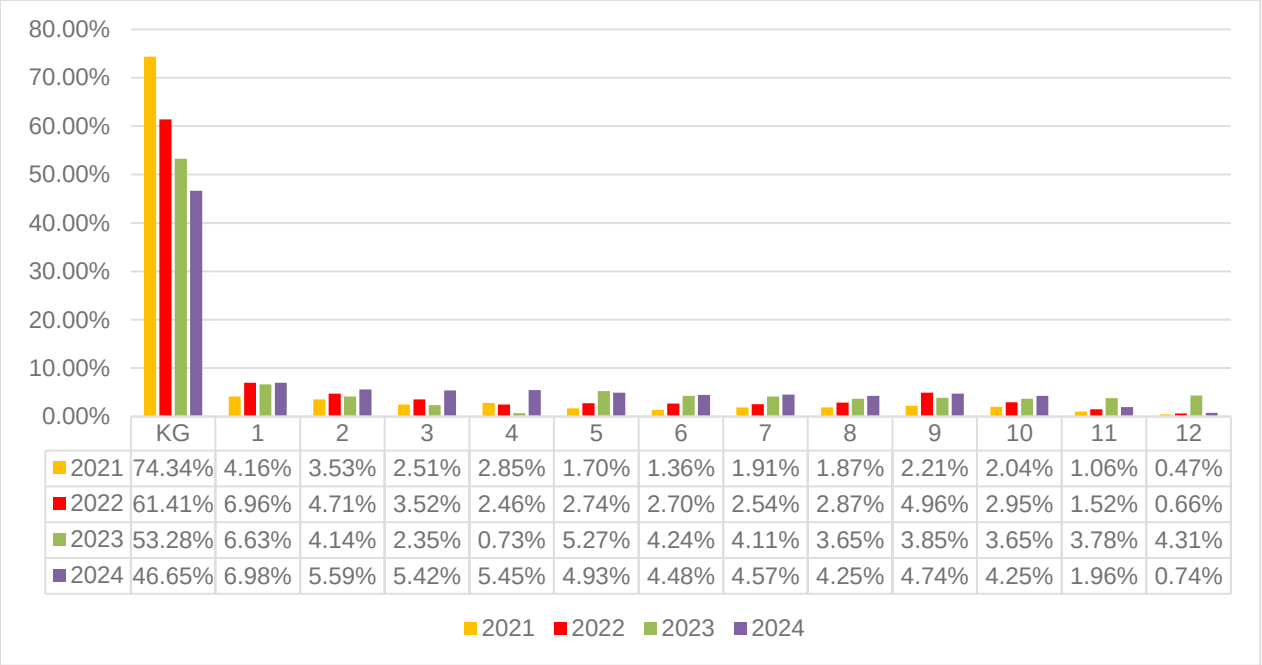
- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding
- Proficiency Level 5: Bridging

Figure 14: Top 10 Languages Spoken by English Learners – 2024



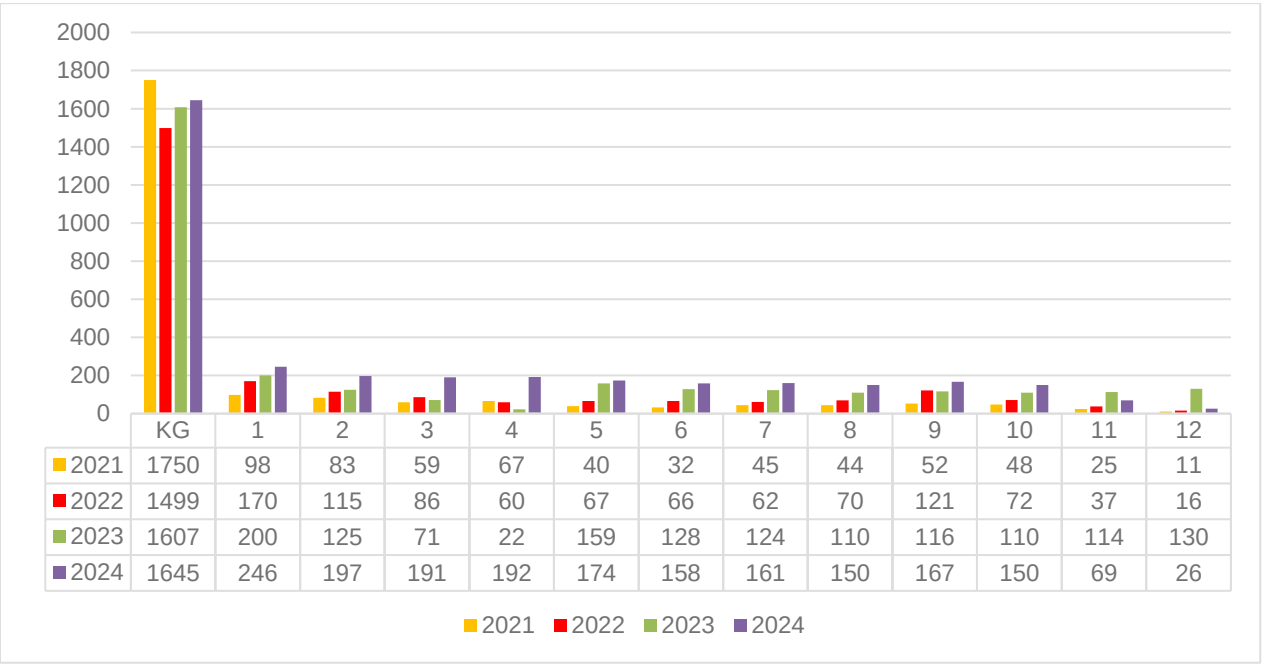
[9] This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

Figure 15: Percentage of First Year Identified English Learners (L1) by Grade Level



	KG	1	2	3	4	5	6	7	8	9	10	11	12
2021	74.34%	4.16%	3.53%	2.51%	2.85%	1.70%	1.36%	1.91%	1.87%	2.21%	2.04%	1.06%	0.47%
2022	61.41%	6.96%	4.71%	3.52%	2.46%	2.74%	2.70%	2.54%	2.87%	4.96%	2.95%	1.52%	0.66%
2023	53.28%	6.63%	4.14%	2.35%	0.73%	5.27%	4.24%	4.11%	3.65%	3.85%	3.65%	3.78%	4.31%
2024	46.65%	6.98%	5.59%	5.42%	5.45%	4.93%	4.48%	4.57%	4.25%	4.74%	4.25%	1.96%	0.74%

Figure 16: Count of First Year Identified English Learners (L1) by Grade Level



	KG	1	2	3	4	5	6	7	8	9	10	11	12
2021	1750	98	83	59	67	40	32	45	44	52	48	25	11
2022	1499	170	115	86	60	67	66	62	70	121	72	37	16
2023	1607	200	125	71	22	159	128	124	110	116	110	114	130
2024	1645	246	197	191	192	174	158	161	150	167	150	69	26

ELPA (General ACCESS for ELLs) Results 2024

The 2023-2024 summative ELPA window opened on January 29, 2024, and closed on March 8, 2024. During the test window, 19,406 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 3,414 were in their first year of EL identification (L1), and 47% of L1 students were identified for EL services in

kindergarten. The distribution graphs below illustrate the percentage of students scoring at each proficiency level on ACCESS for ELLs and Alternate ACCESS for ELLs from 2019 to 2024.

Figure 17: General ACCESS Performance Levels

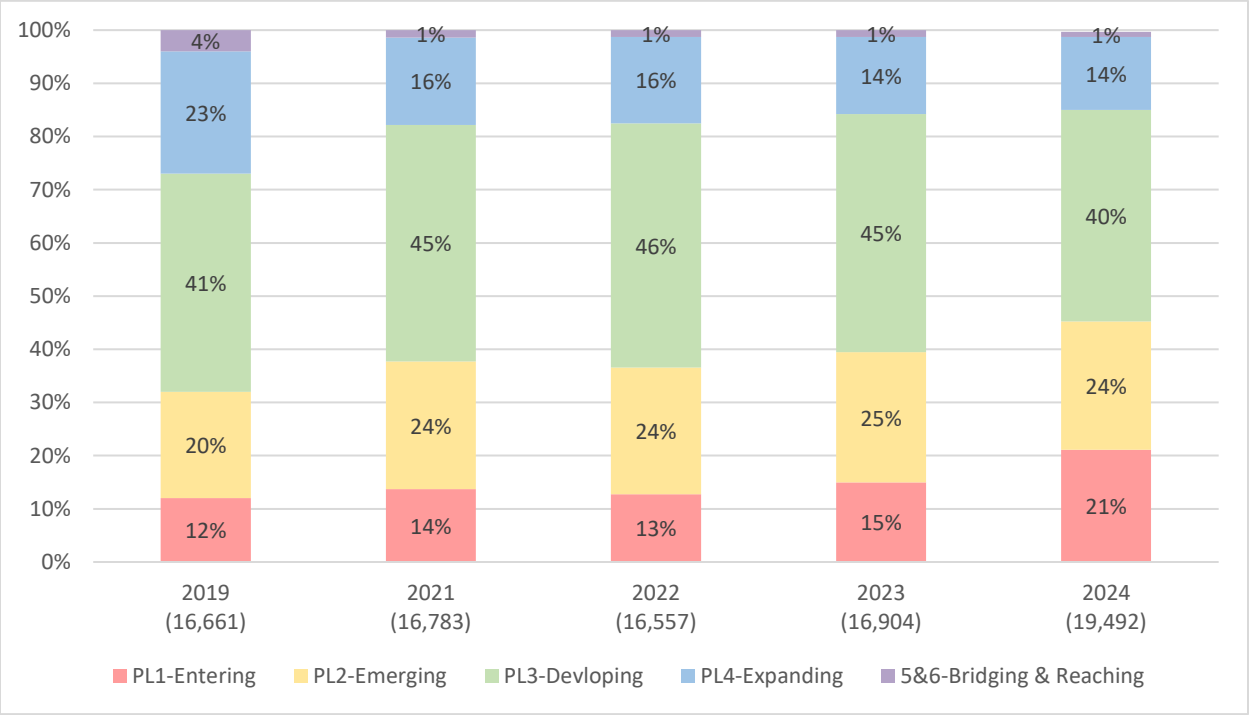
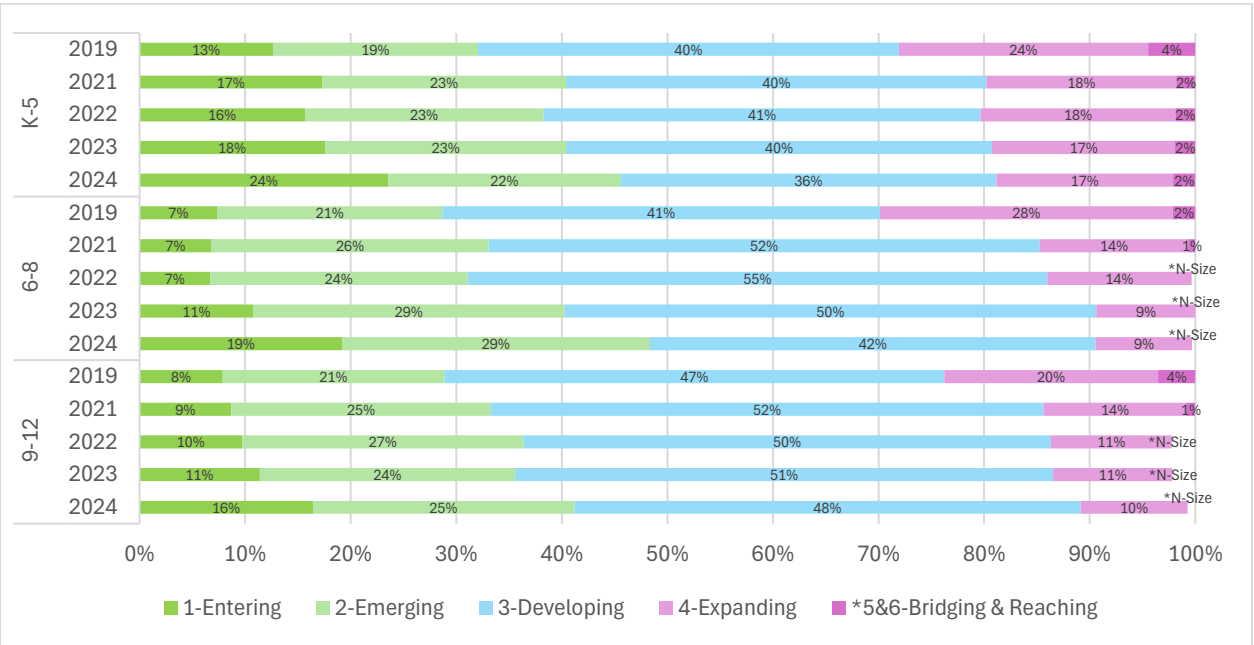


Figure 18: English Learner Performance Level by Grade Band



ELs Attaining English Language Proficiency (EL Reclassification Rate)

ELs reclassify (exit) from a district's language instruction educational program when an overall composite PL score of ≥4.2, domain scores of ≥3.5 in reading, writing, and listening, and a domain score of ≥1.0 in speaking, are attained. 9% of participants who completed ACCESS for ELLs in 2024 attained English proficiency and exited their district's language instruction educational program. The majority of Idaho's EL population reaches English proficiency in grades 3, 4, or 5.

Figure 19: Percentage of English Learners Existing the English Language Program by Attaining English Language Proficiency

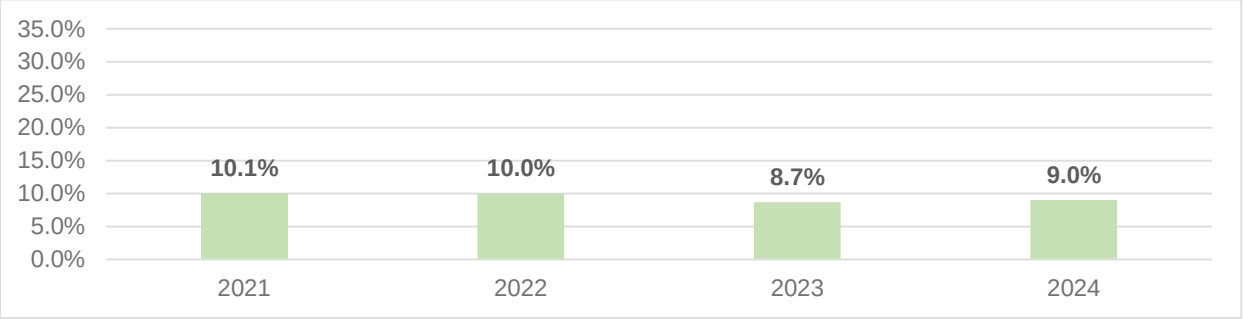
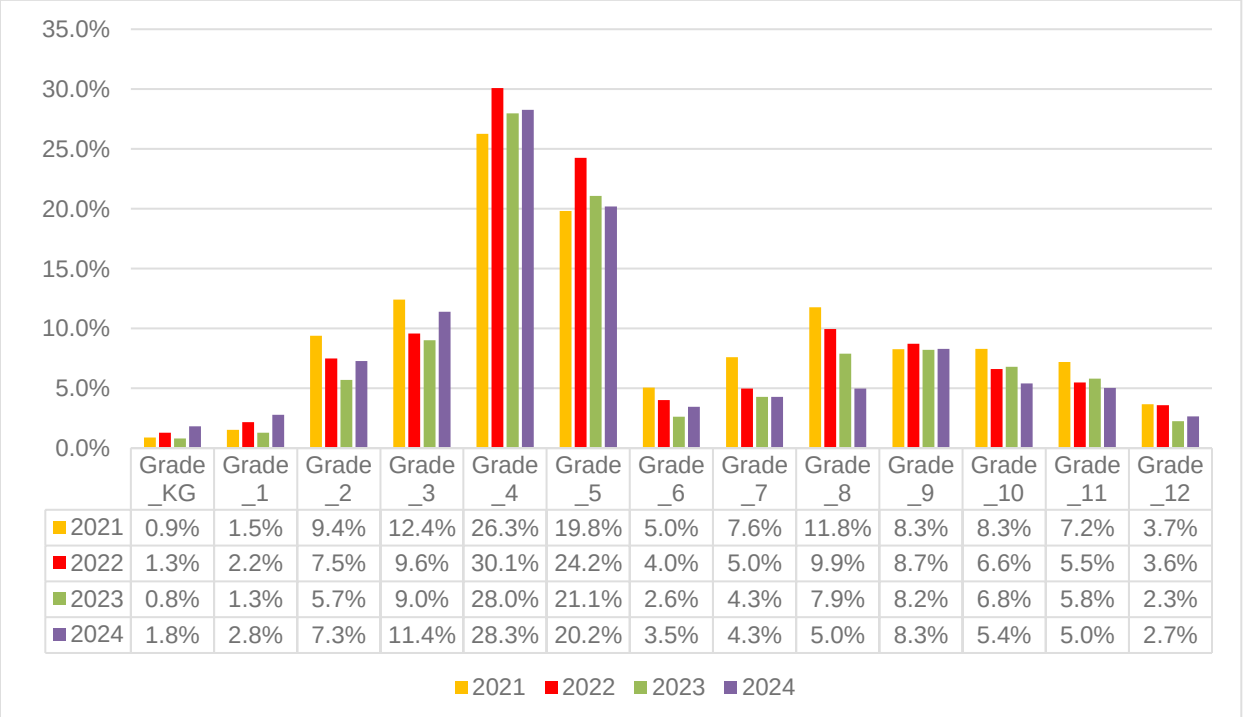


Figure 20: Percentage of English Learners Achieving English Language Proficiency by Grade



	Grade _KG	Grade _1	Grade _2	Grade _3	Grade _4	Grade _5	Grade _6	Grade _7	Grade _8	Grade _9	Grade _10	Grade _11	Grade _12
2021	0.9%	1.5%	9.4%	12.4%	26.3%	19.8%	5.0%	7.6%	11.8%	8.3%	8.3%	7.2%	3.7%
2022	1.3%	2.2%	7.5%	9.6%	30.1%	24.2%	4.0%	5.0%	9.9%	8.7%	6.6%	5.5%	3.6%
2023	0.8%	1.3%	5.7%	9.0%	28.0%	21.1%	2.6%	4.3%	7.9%	8.2%	6.8%	5.8%	2.3%
2024	1.8%	2.8%	7.3%	11.4%	28.3%	20.2%	3.5%	4.3%	5.0%	8.3%	5.4%	5.0%	2.7%

ELs Achieving English Language Growth Toward Proficiency

In 2024, 49% of ELs achieved English language growth toward proficiency. This was a 10.1% decrease from the 2022-2023 test administration. The growth toward English proficiency indicator is used to determine whether a student is on-track to exit EL support services within 2-5 years. The number of years allocated to meet proficiency is determined by an EL's initial ACCESS for ELLs overall composite PL score.

Figure 21: English Learners Achieving English Language Growth Toward English Proficiency Rate

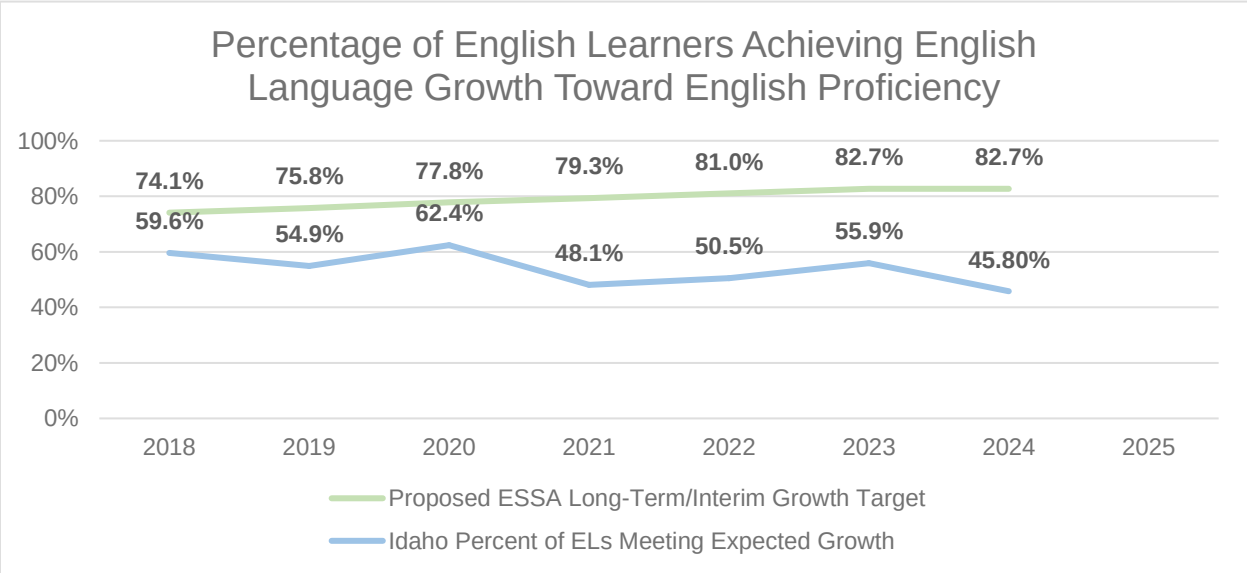
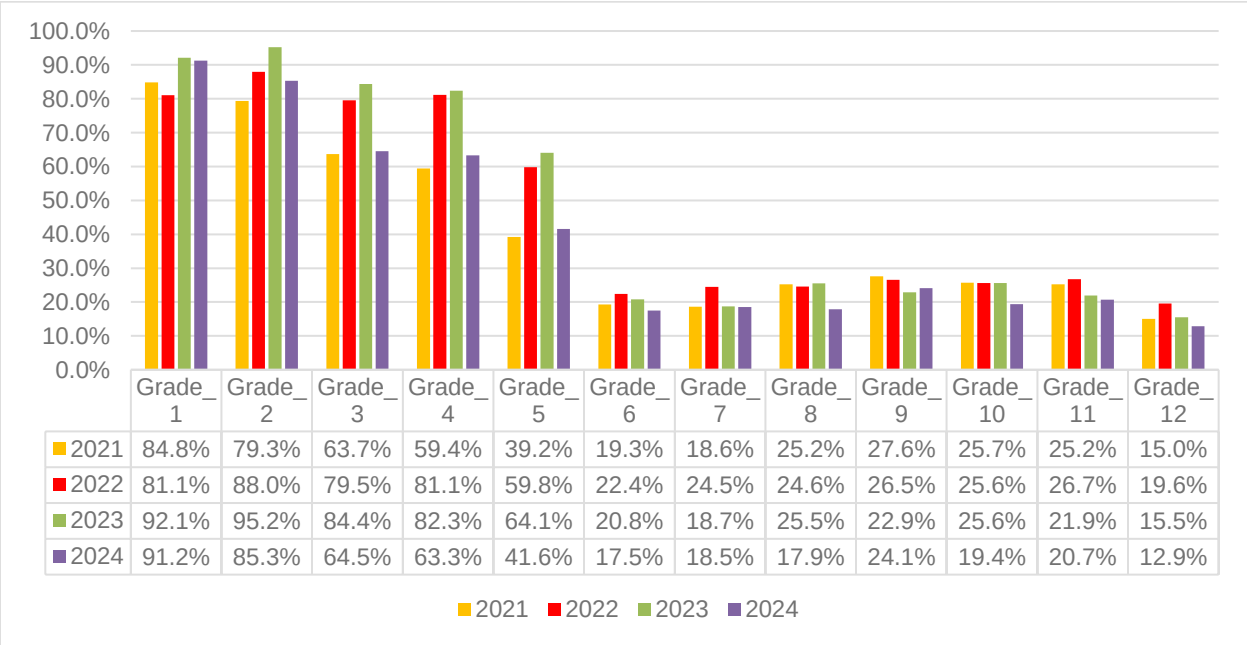


Figure 22: Percentage of English Learners Achieving Growth Toward English Language Proficiency by Grade



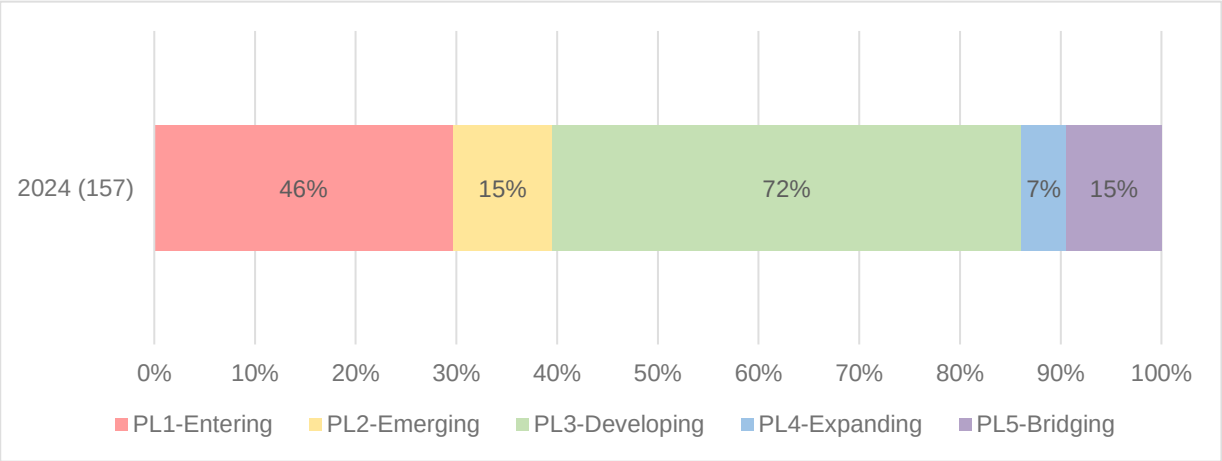
	Grade_1	Grade_2	Grade_3	Grade_4	Grade_5	Grade_6	Grade_7	Grade_8	Grade_9	Grade_10	Grade_11	Grade_12
2021	84.8%	79.3%	63.7%	59.4%	39.2%	19.3%	18.6%	25.2%	27.6%	25.7%	25.2%	15.0%
2022	81.1%	88.0%	79.5%	81.1%	59.8%	22.4%	24.5%	24.6%	26.5%	25.6%	26.7%	19.6%
2023	92.1%	95.2%	84.4%	82.3%	64.1%	20.8%	18.7%	25.5%	22.9%	25.6%	21.9%	15.5%
2024	91.2%	85.3%	64.5%	63.3%	41.6%	17.5%	18.5%	17.9%	24.1%	19.4%	20.7%	12.9%

As students transition from primary to secondary education, they face an increased cognitive load due to the shift from a single-teacher classroom to multiple subject-specific classes. This transition requires students to navigate varying instructional styles, academic expectations, and an expanded volume of content across disciplines. The increased linguistic and cognitive demands present in secondary education may explain the decreased rate of ELs attaining growth toward English language proficiency after grade 5.

Alternate ELPA (Alternate ACCESS) Results 2024

The 2023-2024 summative ELPA window opened on January 29, 2024, and closed on March 8, 2024. During the test window, 157 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 13 were in their first year of EL identification (L1), and 46% of L1 students were identified for EL services in kindergarten. The distributions below illustrate the percentage of students scoring at each proficiency level on WIDA Alternate ACCESS in 2024.

Figure 23: WIDA Alternate ACCESS Performance Levels 2024



The main goal of identifying ELs and monitoring the progress toward English language proficiency is executed to ensure that every Idaho public school is providing a quality education to *all* enrolled students, regardless of a child's first language. Though member states of the WIDA Consortium are provided with some generic professional learning opportunities, the complex nature of the ELP assessments and Idaho laws require continued thoughtful and proactive training on a regular cycle that addresses the spectrum of screening/identification requirements, interpretation requirement of WIDA Screener and ELPA student performance scores, as well as intensive assessment operational and technical assistance. An extensive overview of the English Language Proficiency Assessment (ELPA) is outlined on the Department's ELPA webpage: https://www.sde.idaho.gov/assessment/elpa/.

MATHEMATICS

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

ISAT Math

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho's school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in Mathematics (Math).[10] These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including mathematical concepts and procedures, problem solving and data analysis, and communicating mathematically.

The ISAT in Math comprises two components: a computer-adaptive test and a performance task. The primary objectives of the assessment are:

1. **Evaluation and Accountability**: To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness**: To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.
3. **In-Depth Demonstration of Skills**: To maximize students' ability to showcase their full knowledge and skills by utilizing the advantages of computer-adaptive testing.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in 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:

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

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment (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 specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

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

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 were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in the 2020-21 and 2021-22 school years. Idaho returned to the full-length blueprint in the 2022-23 school year.

For school year 2023-24 and beyond, the Department decided to return to the shortened form of the ISAT blueprint based on input from LEAs and the Idaho State Board of Education. Combined claim level scores became available for the shortened blueprint in 2023-24.

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grades 10 and 11 starting in 2023) across the four achievement levels.

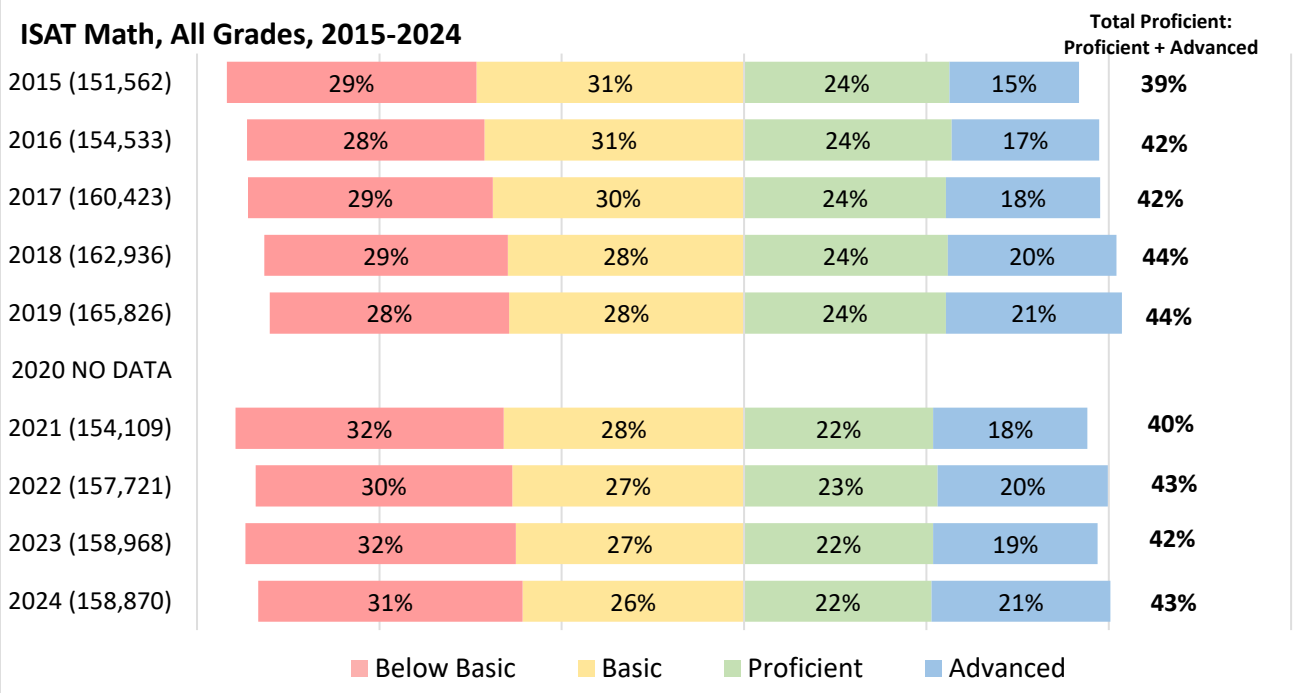
As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school standards. Two other features were added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade 9 or 10 students could take the Grade-11 ISAT for banking, if they had received

instruction on all relevant Idaho Content Standards in that subject. Please see Accountability Business Rules for details.

The graphs below display student data from before and after 2020, highlighting the impact of COVID-19, which disrupted instruction and halted assessments. Some graphs span multiple years, while others, due to space constraints, focus on recent years but include the 2018-2019 school year for a pre- and post-pandemic comparison.

ISAT Math Performance, All Grades

Figure 24: ISAT Math Performance, All Grades, School Years 2015-2024*

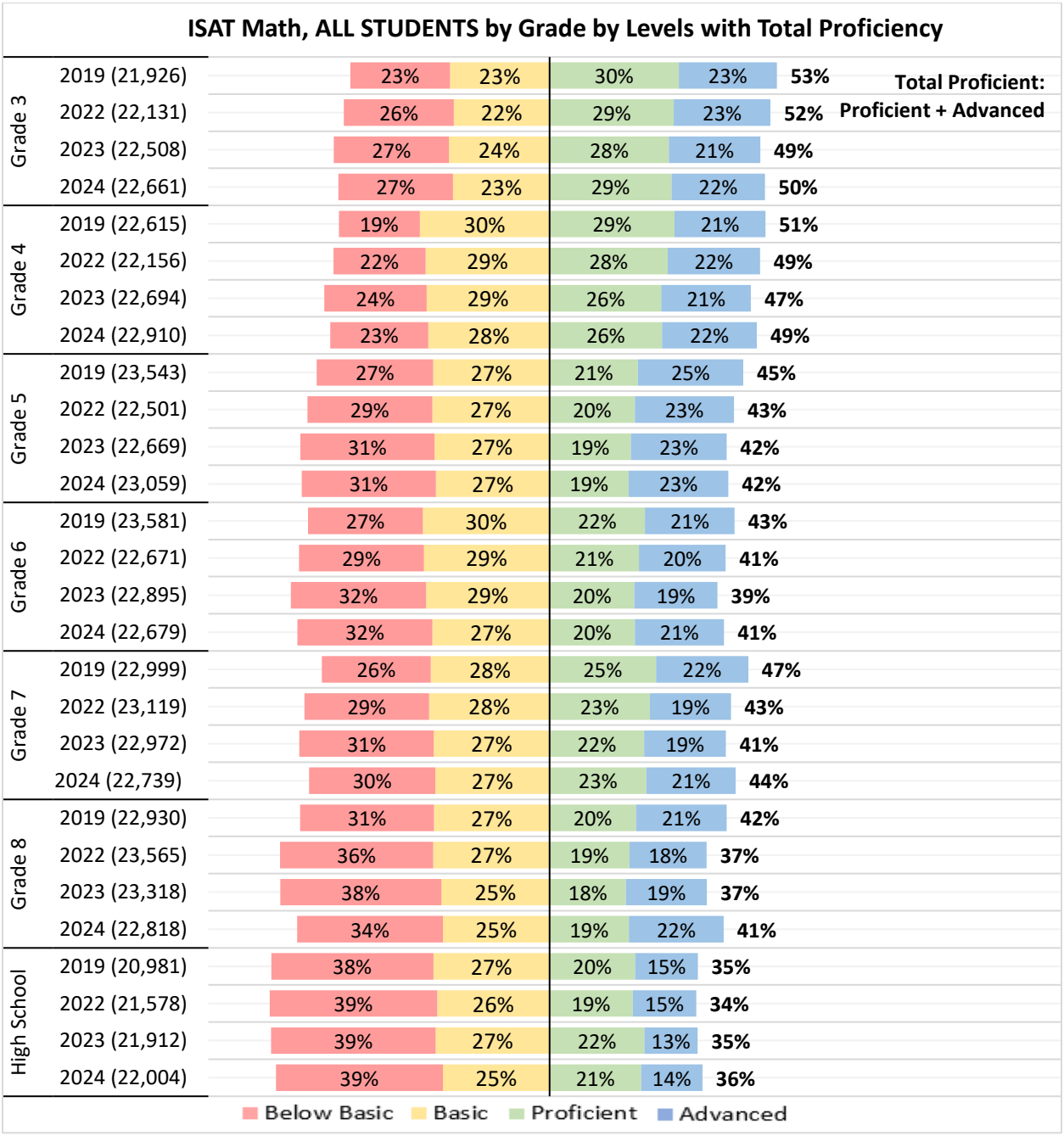


Note. Data are not available in 2019-20 because of COVID-related lapses in test-taking.

** The 2021, 2022, and 2024 ISAT used the shortened blueprint.*

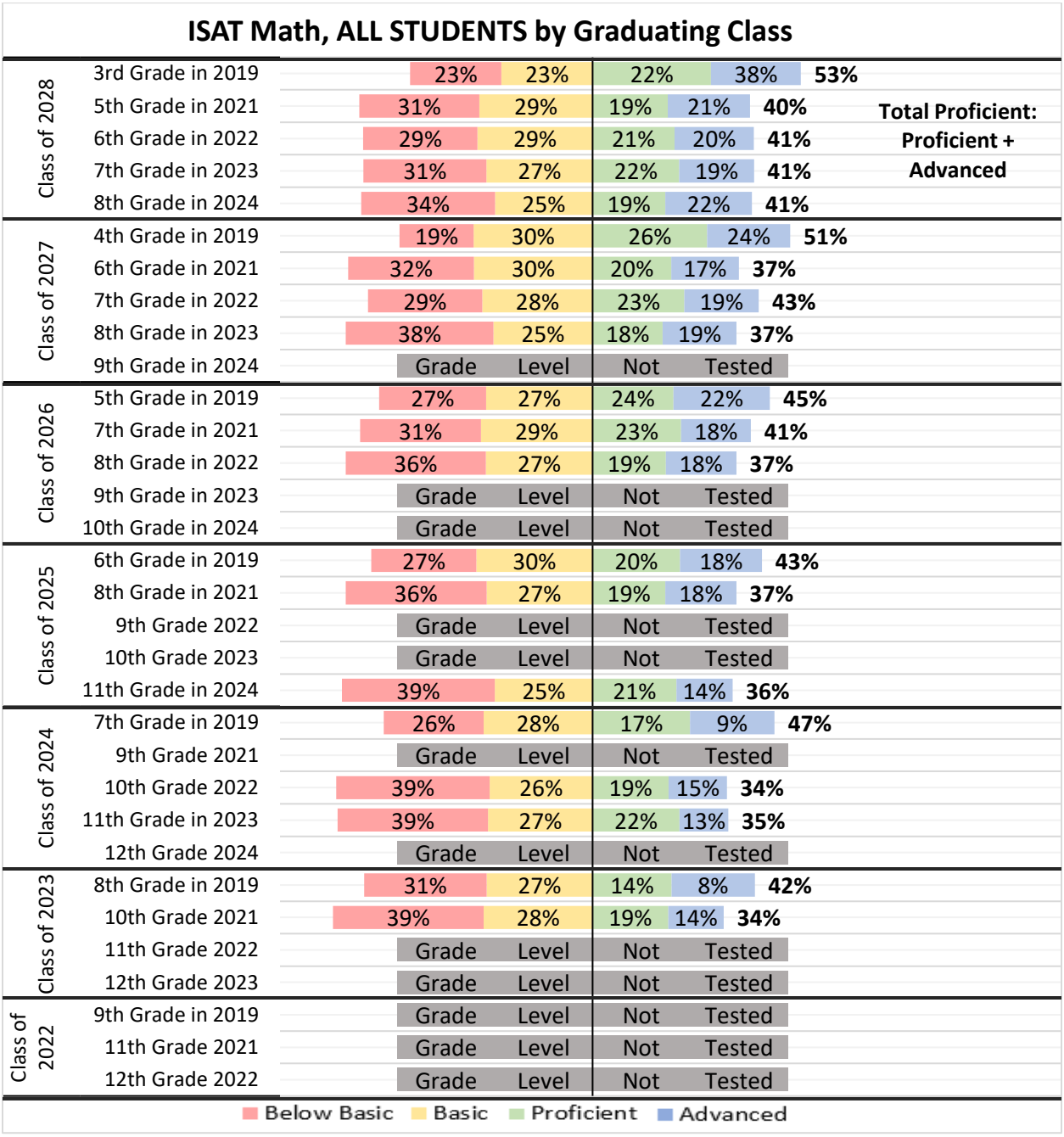
ISAT Math Performance by Grade

Figure 25: ISAT Math Performance by Grade School Years 2019, 2022*, 2023, and 2024*



**The 2022 and 2024 ISATs used the shortened blueprint*

Figure 26: ISAT Math Performance for 2019 and 2021-2024 by Graduating Class



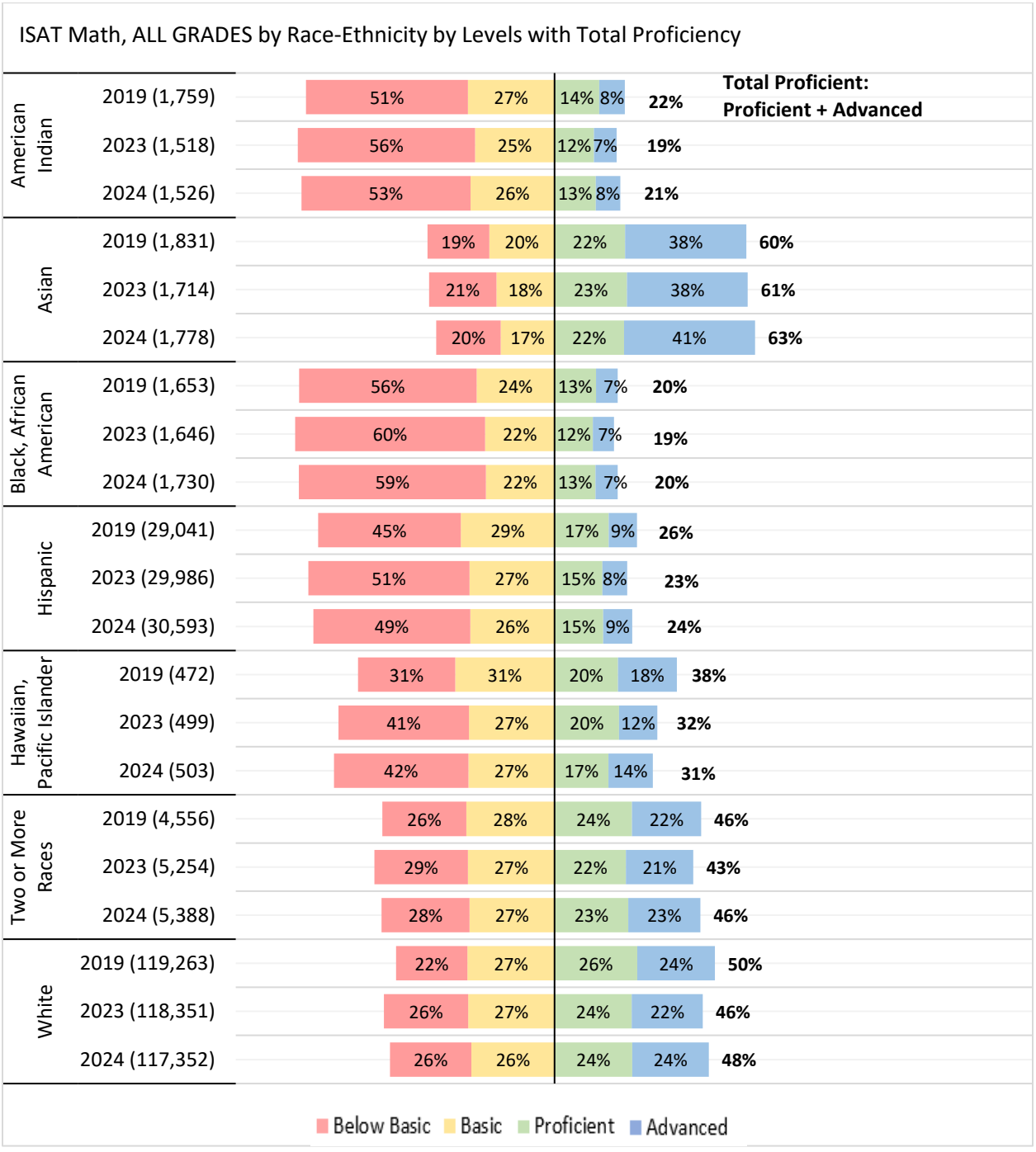
***Note**- Data are not available in 2020 because of COVID-related lapses in test-taking.*

** The 2022 and 2024 ISAT were on the shortened blueprint.*

** Students test in grades 3-8 and high school. Starting in Spring 2023, the tested high school grade shifted from 10th to 11th grade.*

ISAT Math Performance by Race-Ethnicity

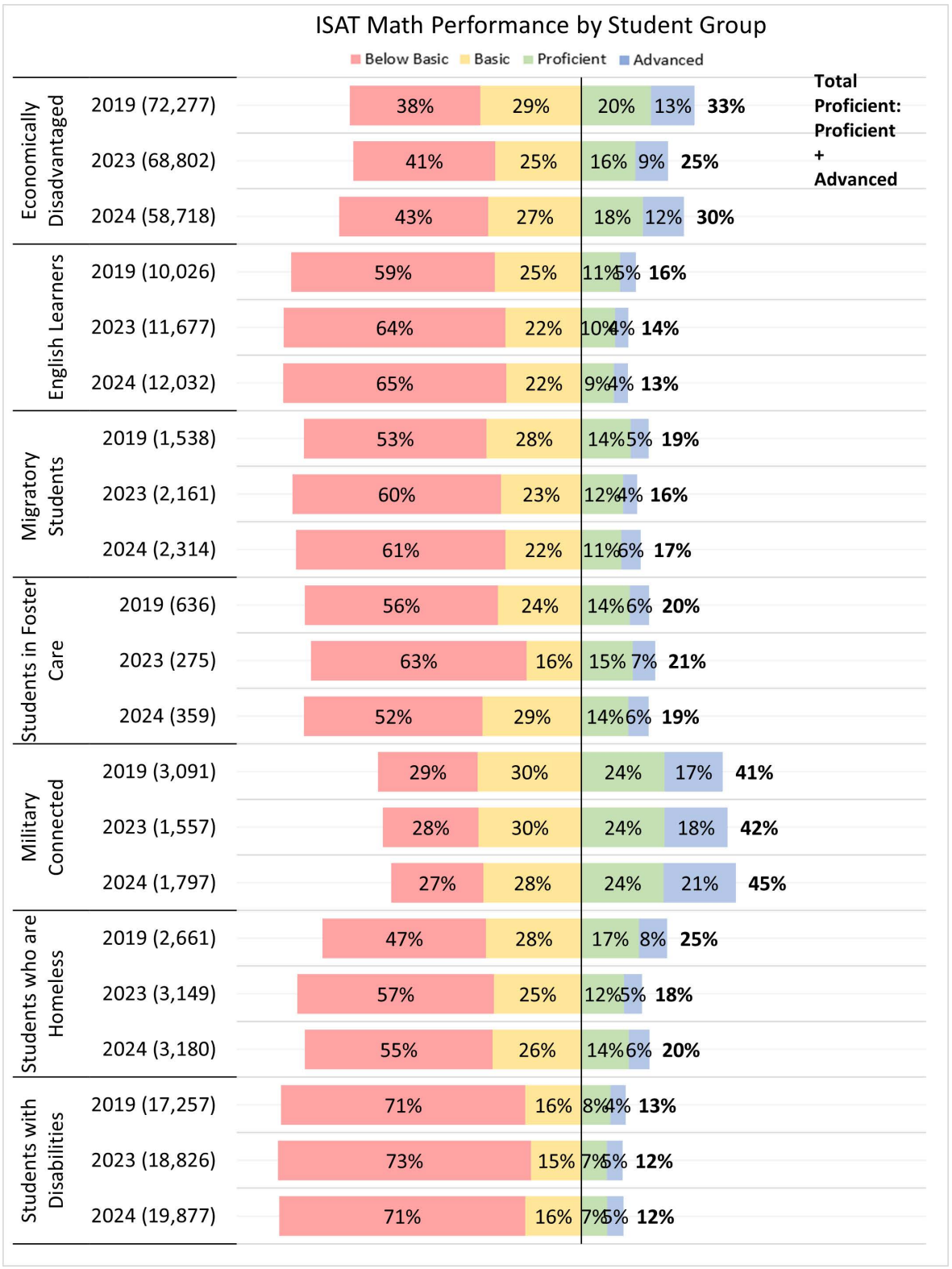
Figure 27: ISAT Math Performance by Race-Ethnicity School Years 2019, 2023*, and 2024*



**The 2023 and 2024 ISAT used the shortened blueprint.*

ISAT Math Performance by Student Group

Figure 28: ISAT Math Performance by Student Group, School Years 2019, 2023*, and 2024*



**The 2023 and 2024 ISAT used the shortened blueprint.*

Longitudinal Review of ISAT Math Performance

The cohort analyses and graphs for 2023-24 were generated following the same process as the cohort analysis in 2022-23. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing, 2014-2015. Any students who took two mathematics summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student RTS key 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 according to the cohort plan in Table 1.

Table 1: Cohort Test Grades and Years for 2023-2024 Analysis

Grade 11 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year
11	2024	7	2024
10*	2023*	6	2023
9**	2022**	5	2022
8	2021	4	2021
7+	2020+	3+	2020+
6	2019		
5	2018		
4	2017		
3	2016		

Notes:

** Grade 10 results for 2023 are unavailable because the grade 10 tests were not administered due to the change in the accountability grade in high school.*

*** Grade 9 results from 2022 were excluded because testing was optional, and not all grade 9 students participated.*

+ There was no testing in 2020 due to the COVID-19 pandemic.

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

1. Calculate the average overall and average 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.

The plot formatting remained consistent with the previous year, following the instructions provided by SDE. A total of three plots were generated:

1. Math: The graph with overall scale score, claim scores, and proficient cut for Grade 7 cohort.
2. Math: The graph with overall scale score, claim scores, and proficient cut for Grade 11 cohort.
3. Math: The graph with overall scale score and proficient cut for Grade 7 and 11 cohorts (no claim scores). This graph includes three lines: two overall score lines for the two cohorts and one proficient cut line.

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

Figure 29: ISAT Math Longitudinal Analysis – 2024 Grade 7 & 8 Cohorts

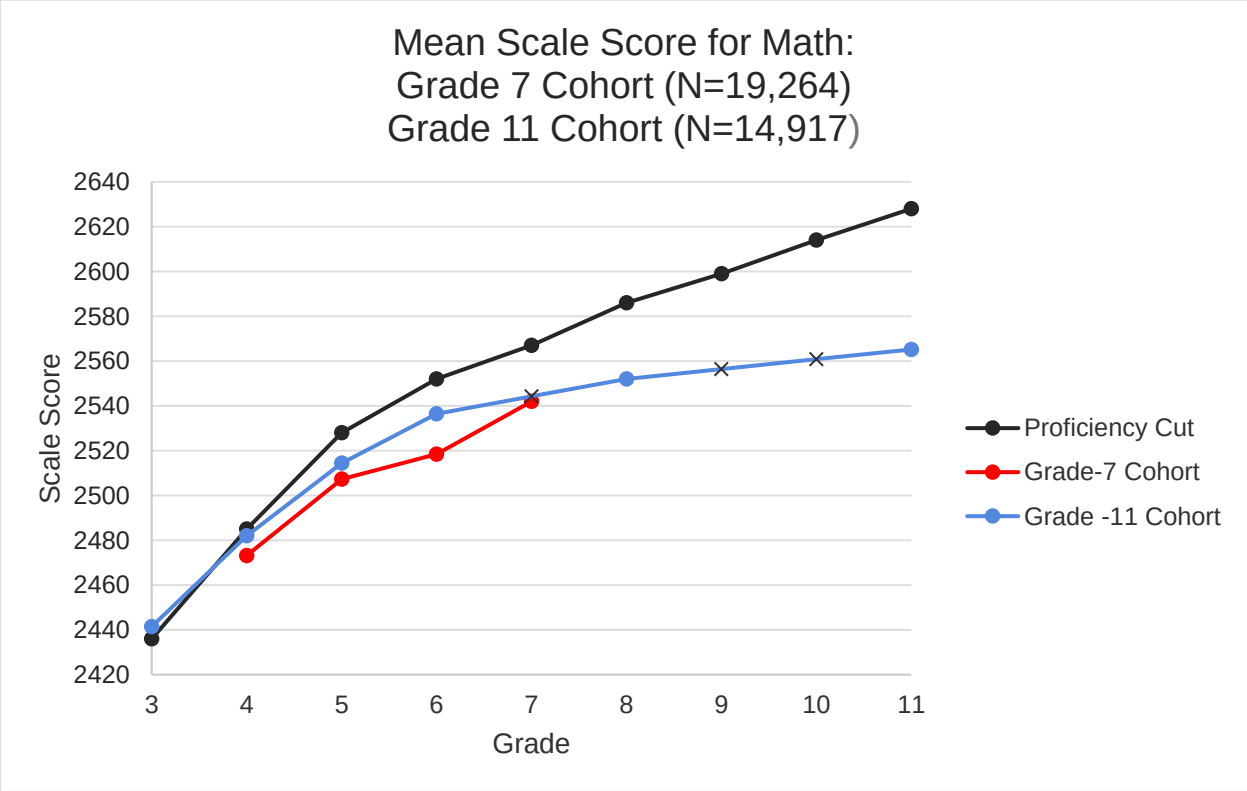


Figure 30: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort

***Note**: ISAT Claims in math are categorized as:*

Claim 1: Concepts and Procedures

Claim 2 and 4: Problem Solving and Modeling and Data Analysis

Claim 3: Communicating Reasoning

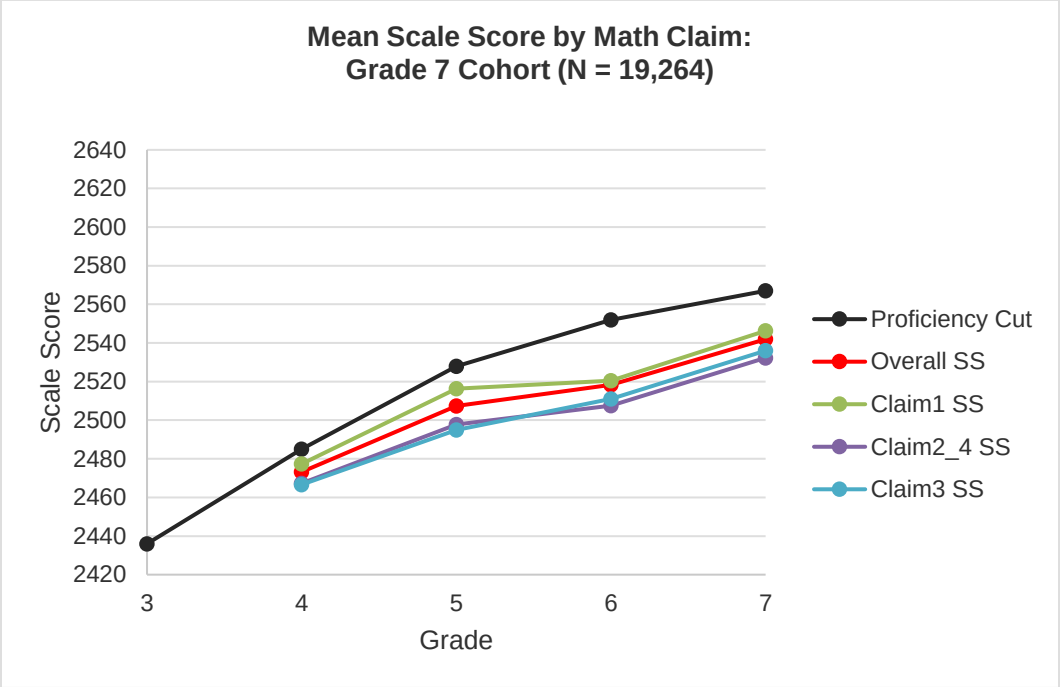
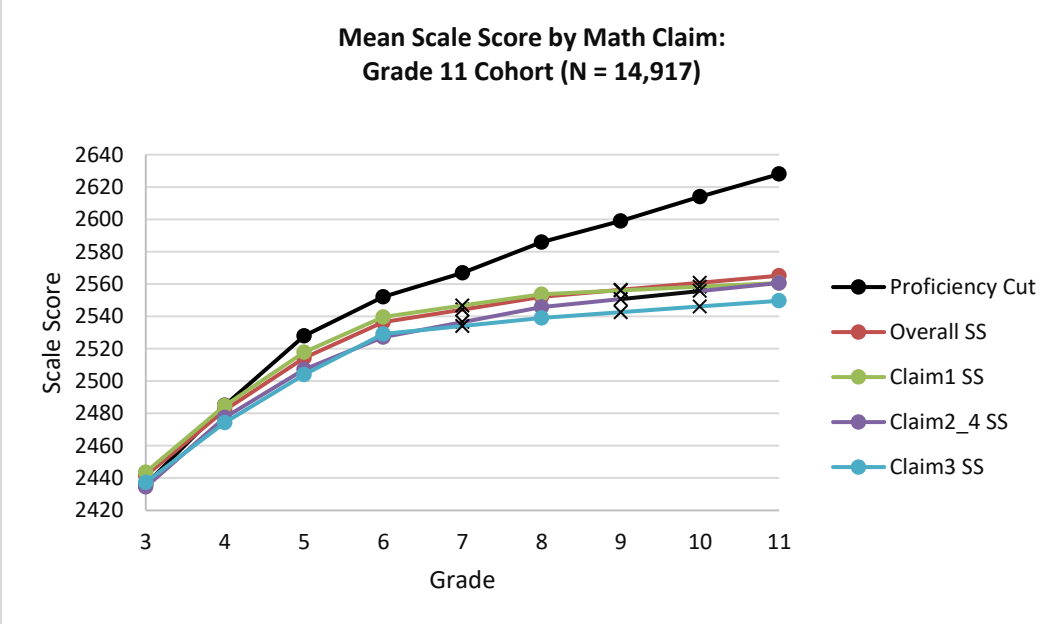


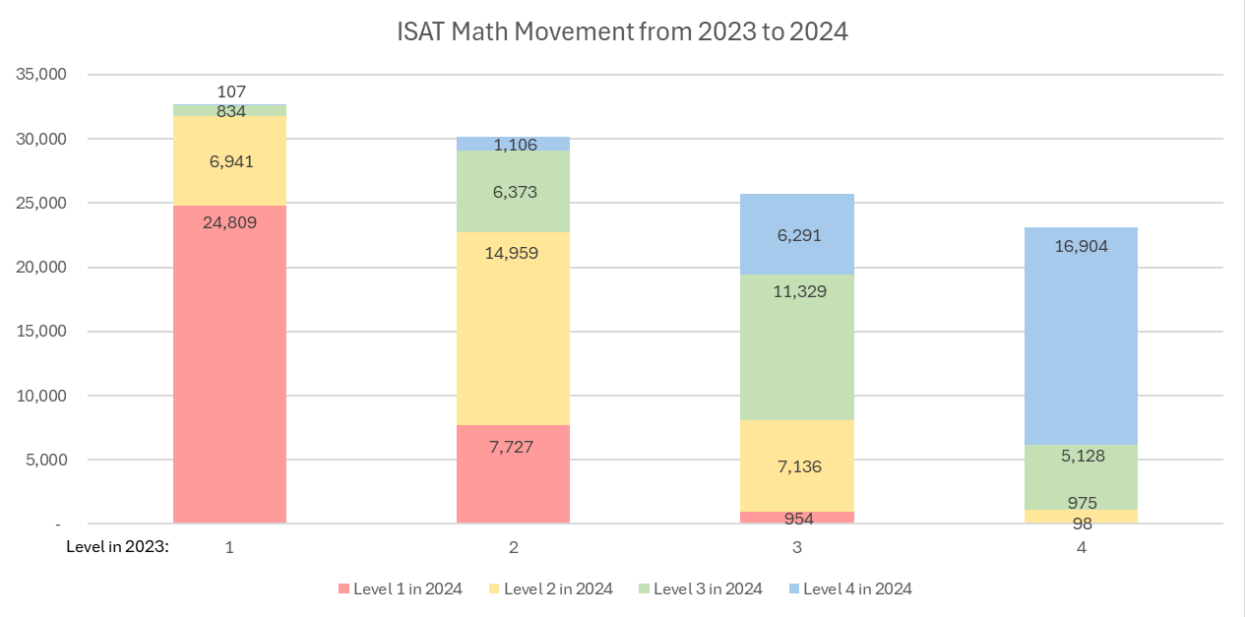
Figure 31: ISAT Math Mean Scale Score by Claim, Grade 11 Cohort



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

Of the 111,676 students that took the Math portion of the ISAT in 2023 and 2024, 19.7% had a worse proficiency level in 2024. 60.9% remained at the same level, with 19.4% improving.

Figure 32: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort



HIGH SCHOOL GRADUATION RATES AND GO-ON RATES

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

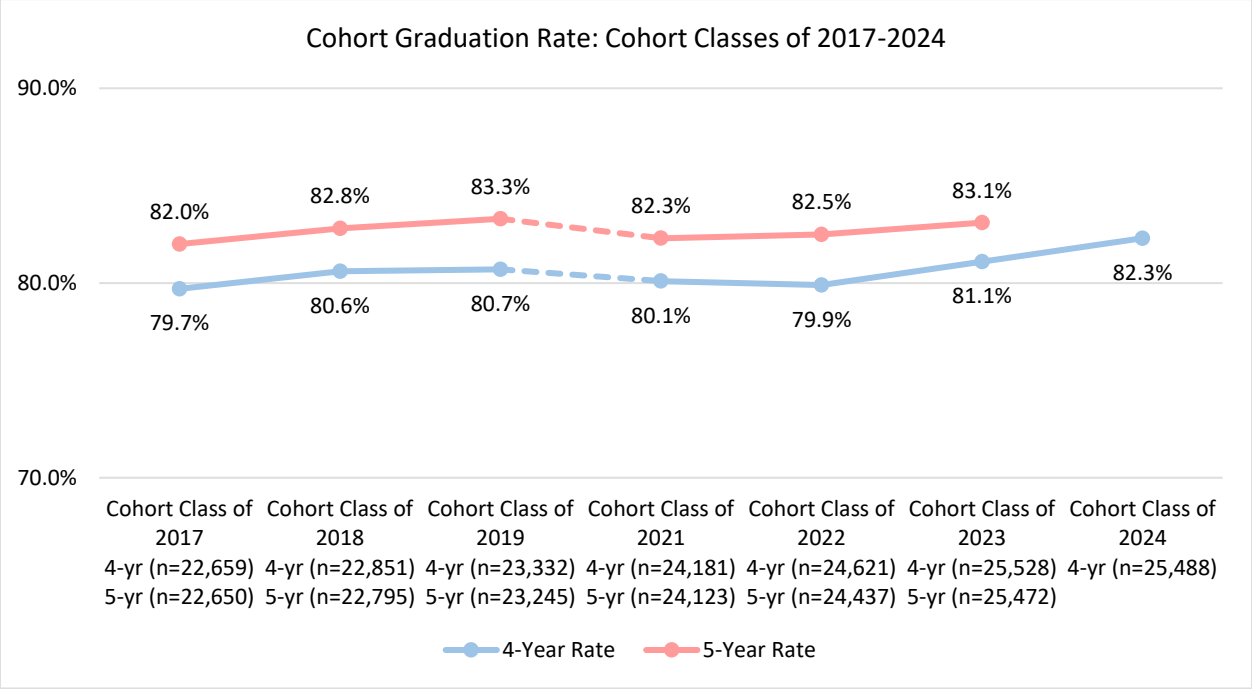
Graduation Rate

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 2017–2024

In 2024, 82.3% of Idaho's high school students graduated in four years. As seen in Figure 33: 4-year and 5-year Graduation Rates per Cohort

Figure 33: 4-year and 5-year Graduation Rates per Cohort



Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Cohort Graduation Rate: Cohort Class of 2024

Figure 34: 4-Year Cohort Graduation Rate by Race/Ethnicity

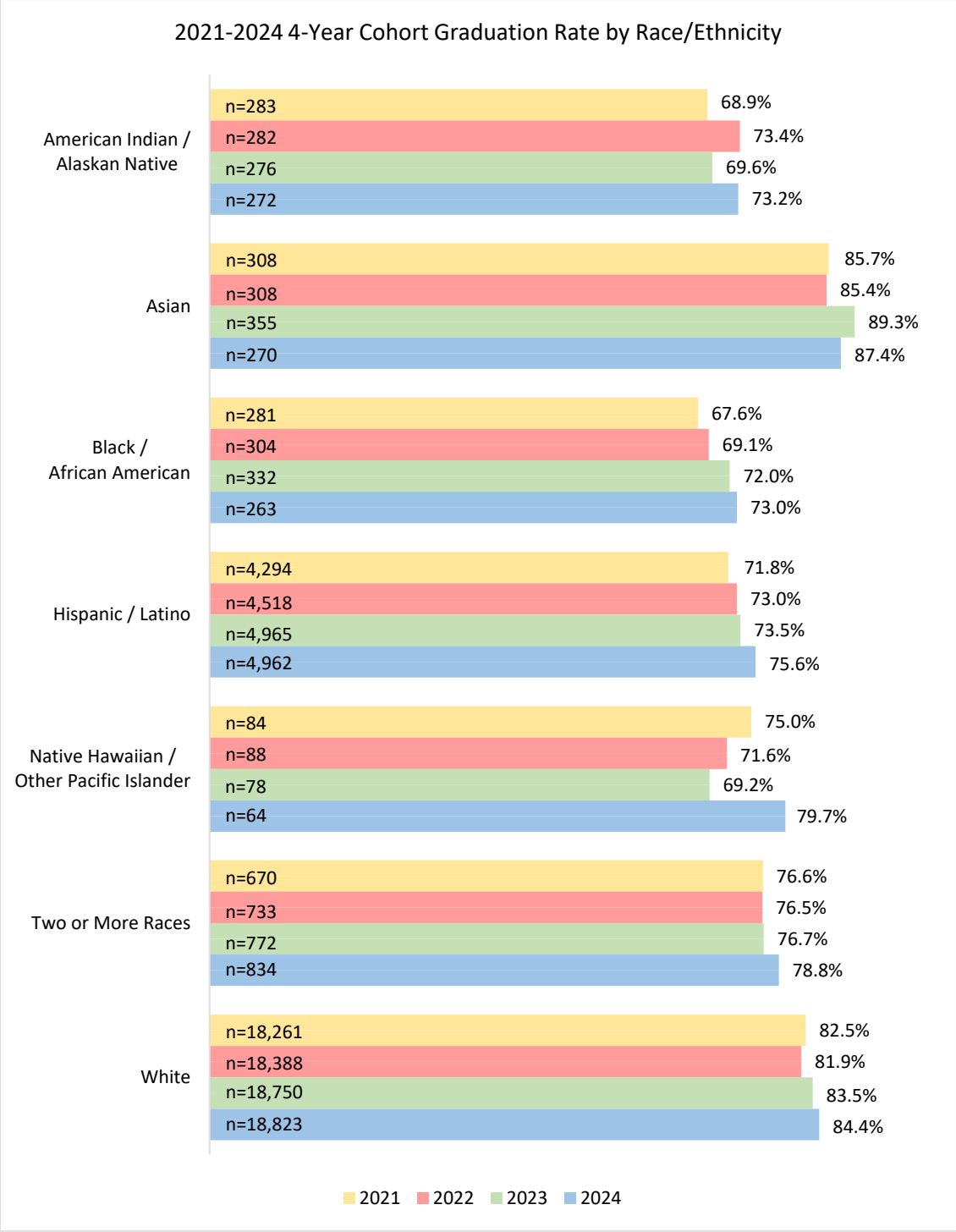
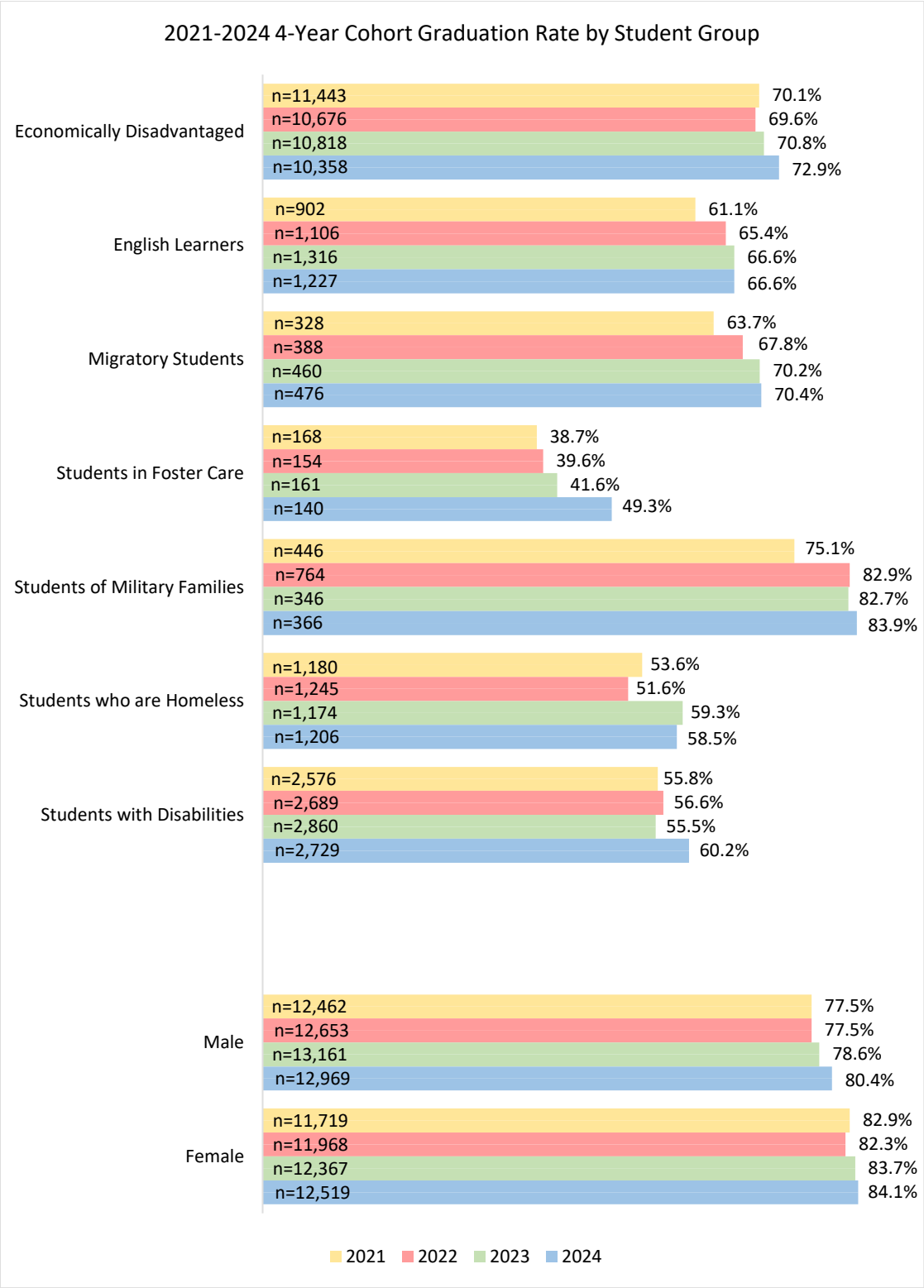


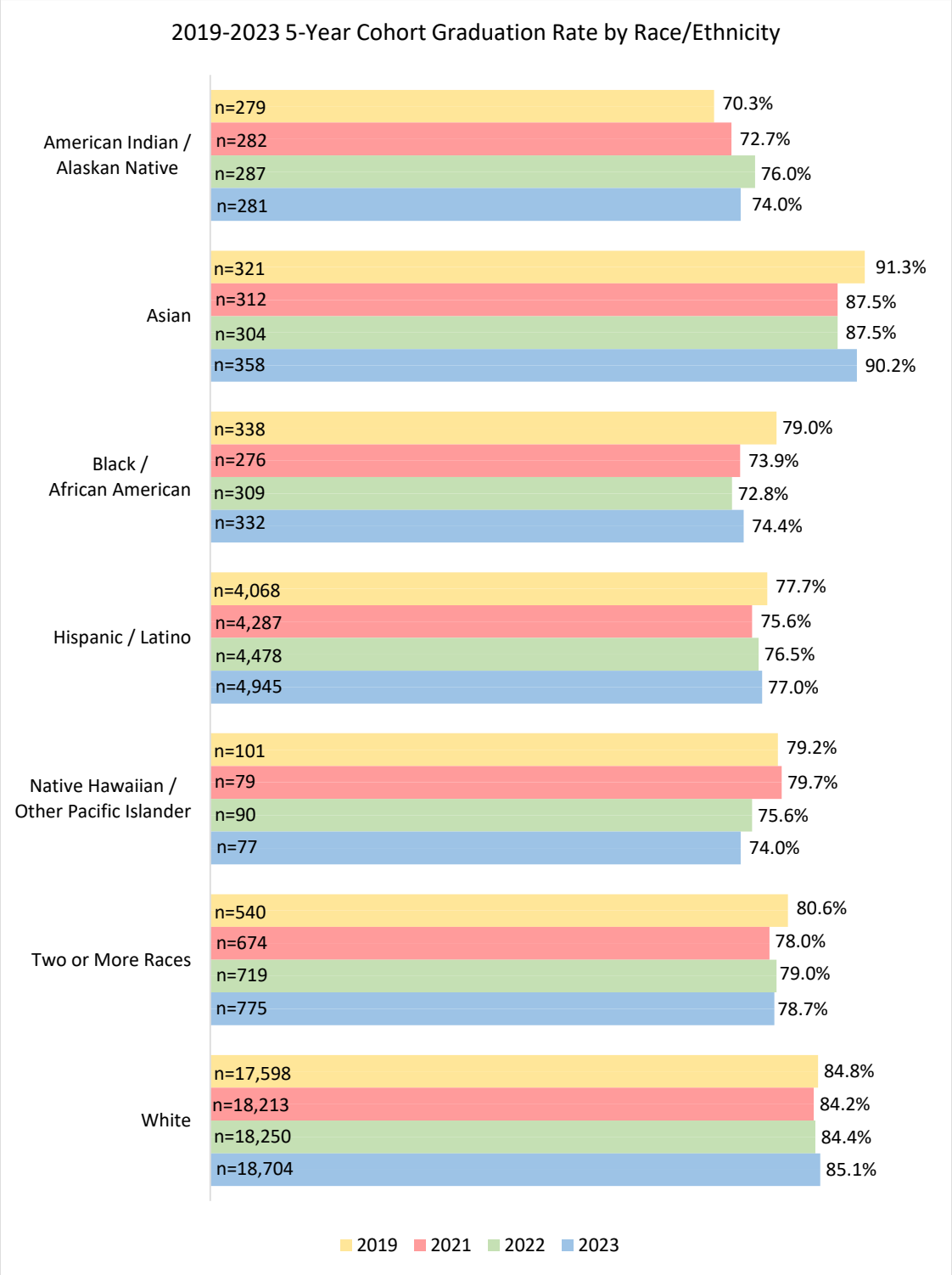
Figure 35: 4-Year Cohort Graduation Rate by Student Group



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

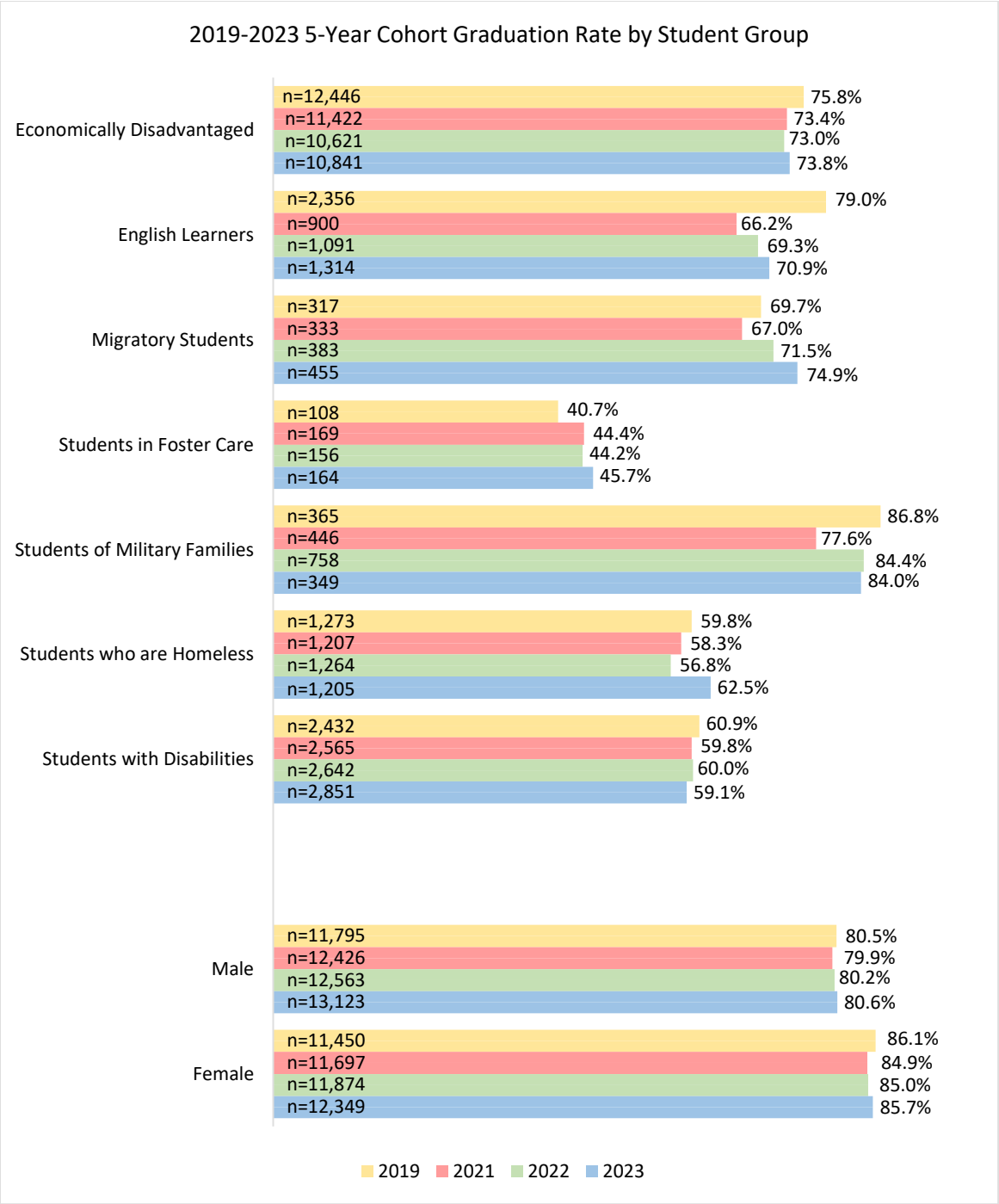
Cohort Graduation Rate: Cohort Class of 2023

Figure 36: 5-Year Cohort Graduation Rate by Race/Ethnicity



Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Figure 37: 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.

Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Go On Rates

Idaho's Go On rates provided in this section reflect the percentage of high school graduates who pursue post-secondary education within one or three 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 "2022-23 grads" cohort includes all students who graduated in the spring or summer of that academic year (i.e. spring or summer 2023). The rate is then reported for that cohort of students, indicating 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.

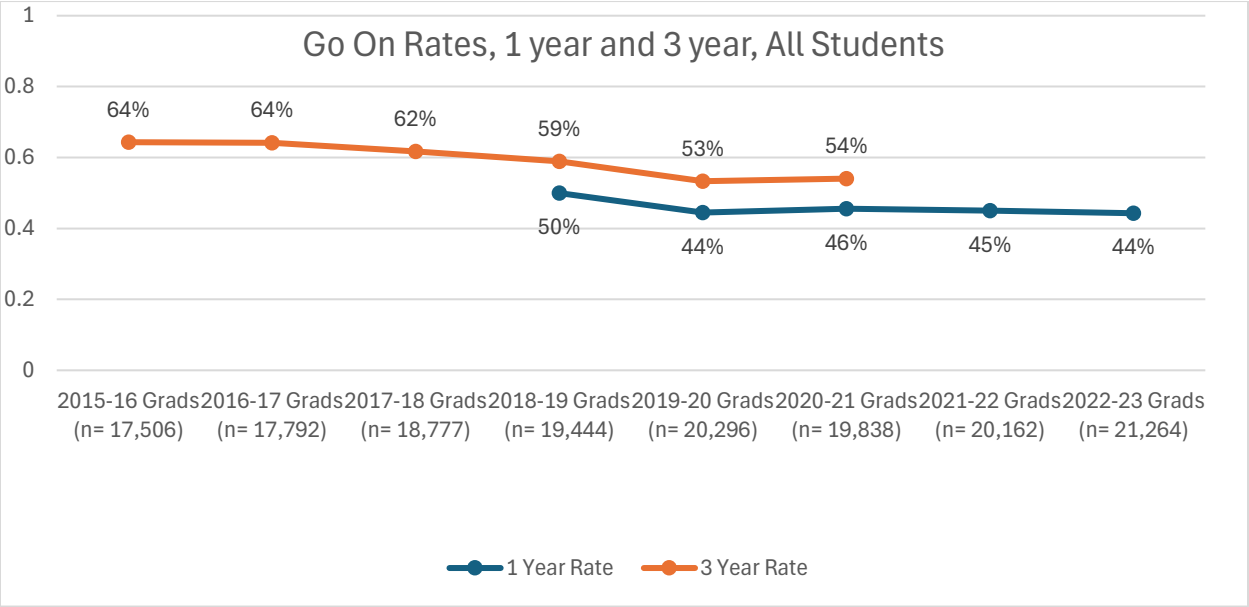
Idaho's Office of the State Board of Education (OSBE) provided the go on rates data, which it now terms "college-going" data. Counted in these data are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, 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)[11], 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.[12]

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

[12] 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.

Figure 38: 1 Year and 3 Year Go On Rates, All Students



1-Year Go-On Rate

Figure 39: 1-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

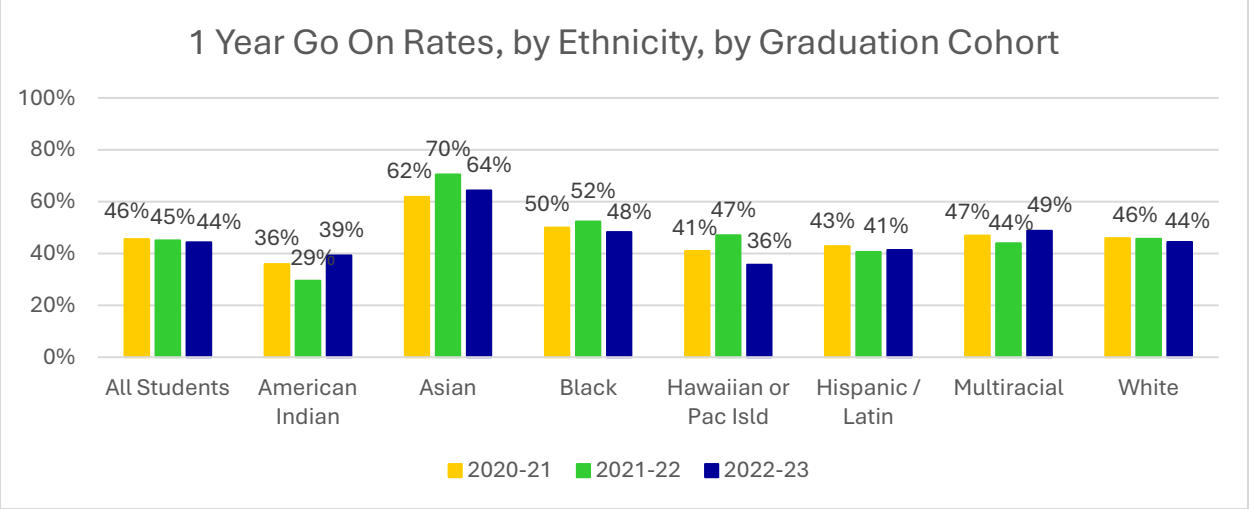
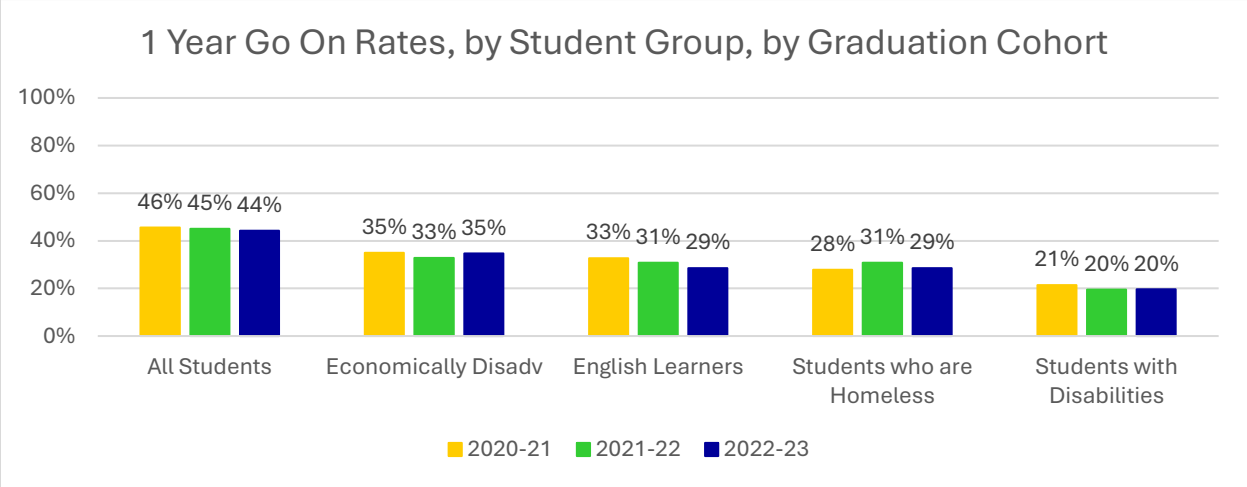


Figure 40: 1-Year Go-On Rates by Student Groups



3-Year Go-On Rates

Figure 41: 3-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

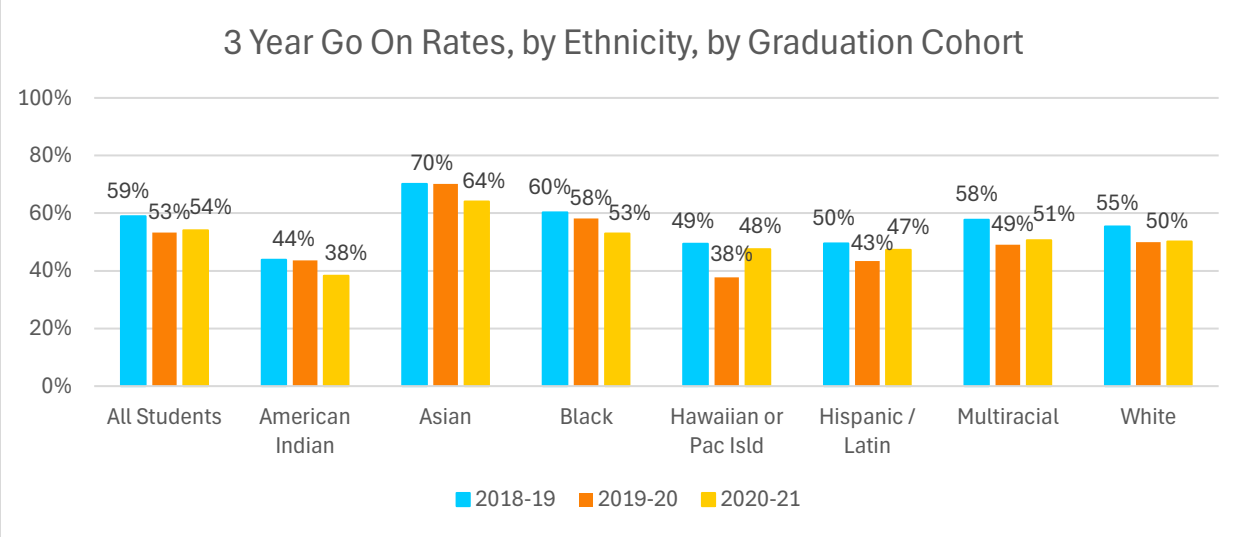
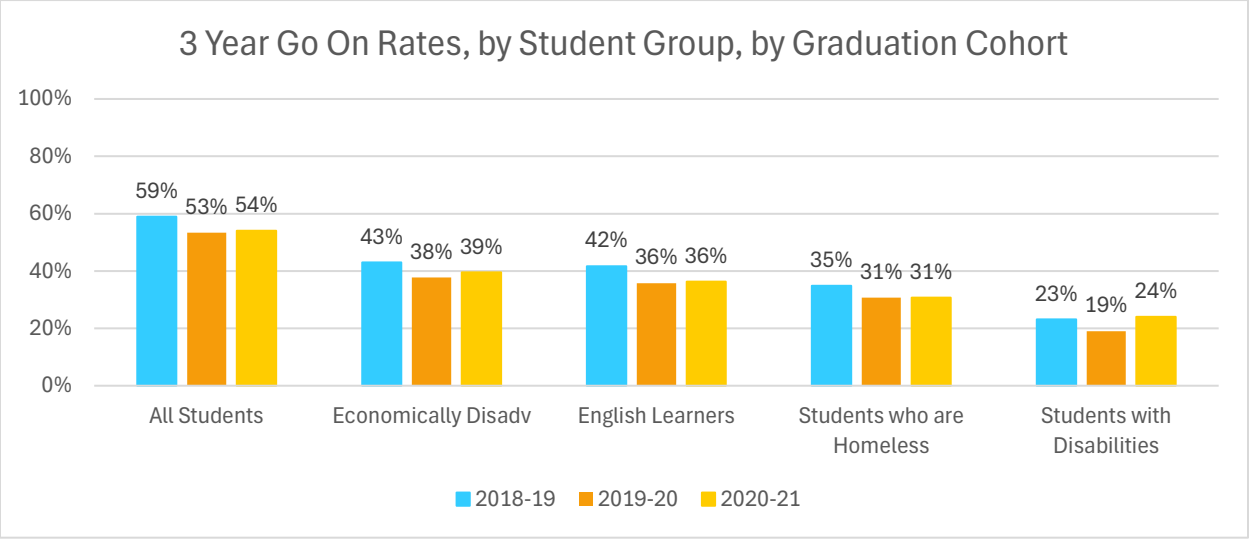


Figure 42: 3-Year Go-On Rates by Student Groups and Class Cohort



ATTENDANCE AND CHRONIC ABSENTEEISM

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

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

Idaho districts and charter schools report if a student is "Chronically Absent" via ISEE, creating a Chronic Absenteeism flag on the student's record. The presence of the flag indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12 upon students' exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days in Attendance measure reported here and explained below. At the request of the AOC, this document reports the second measure – proportion of days in attendance – instead of SDE's accountability measure, chronic absenteeism.

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

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

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

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

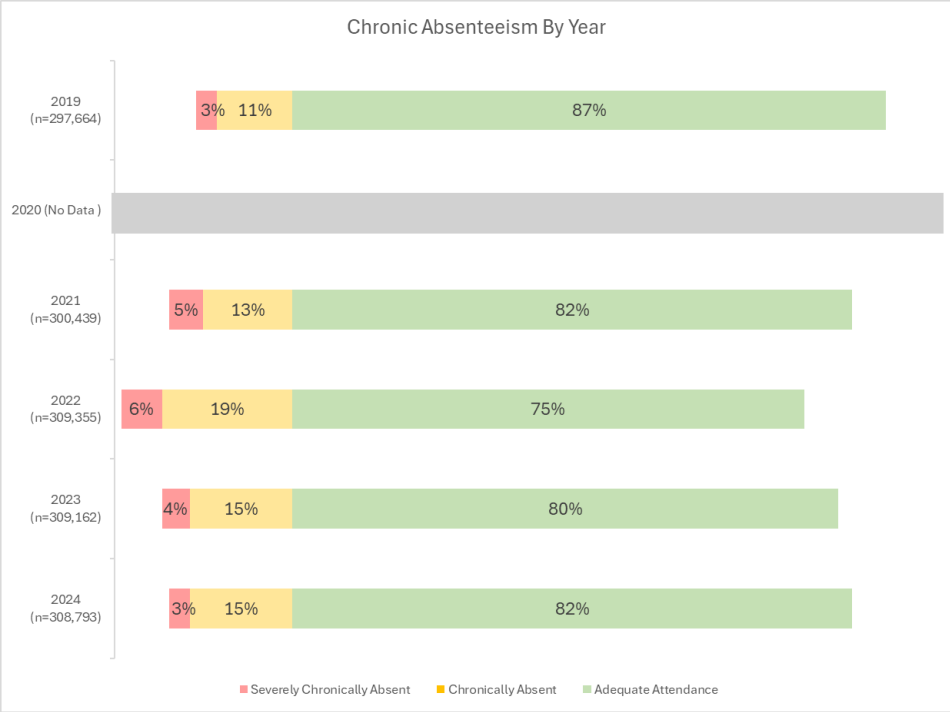
1. **Adequate Attendance**, or attendance on 91%-100% of the days in the entire school year
2. and 3. **Chronic Absence**, in two, successively more severe categories
    - 81%-90% of days in attendance
    - 80% or fewer days in attendance

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

Attendance per Proportion-Attendance Category

As seen in Figure 43, the proportion attending adequately has increased since 2021, though still below 2019 levels. However, the percentage of severely chronically absent students has dropped to the lowest rates since 2019.

Figure 43: Student Attendance by Year



In Figure 44, this trend is also seen at all grade bands.

Figure 44: Student Attendance by Grade Band

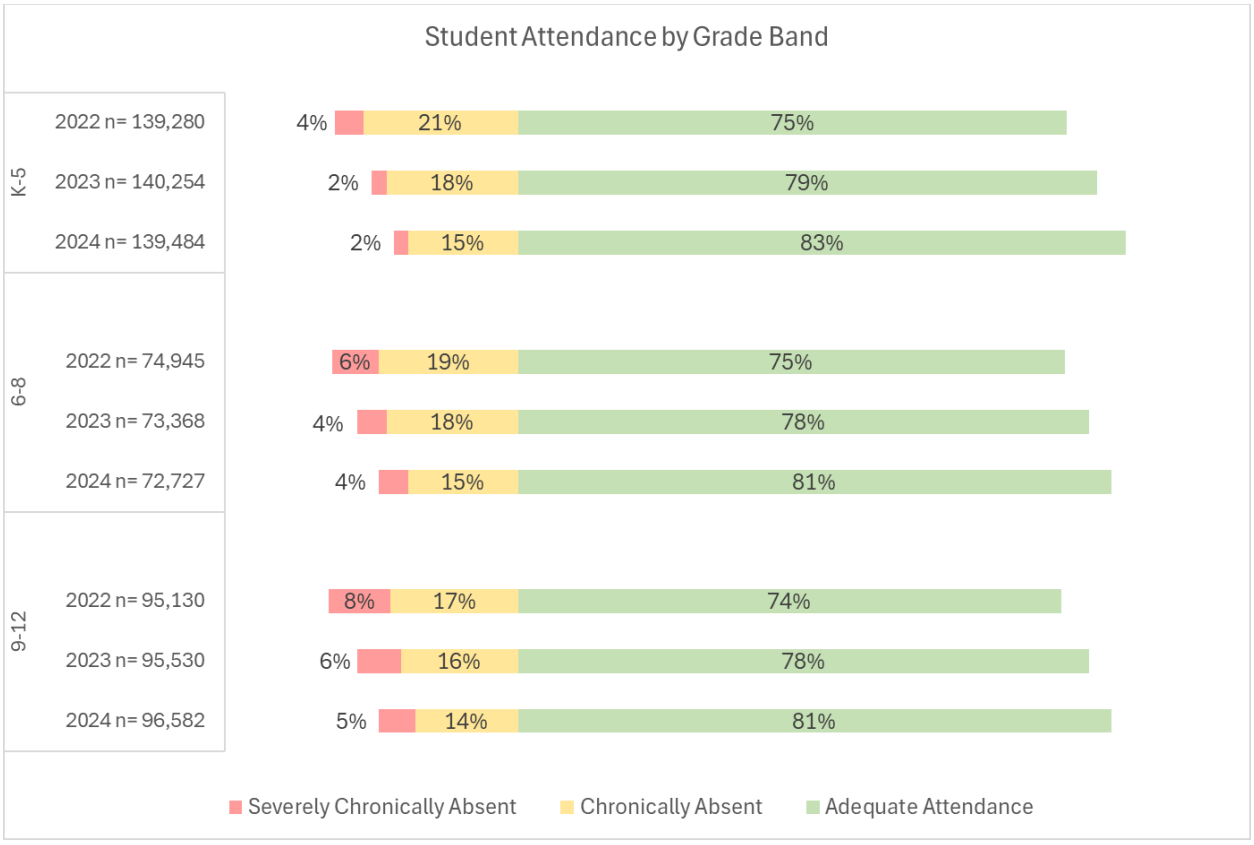
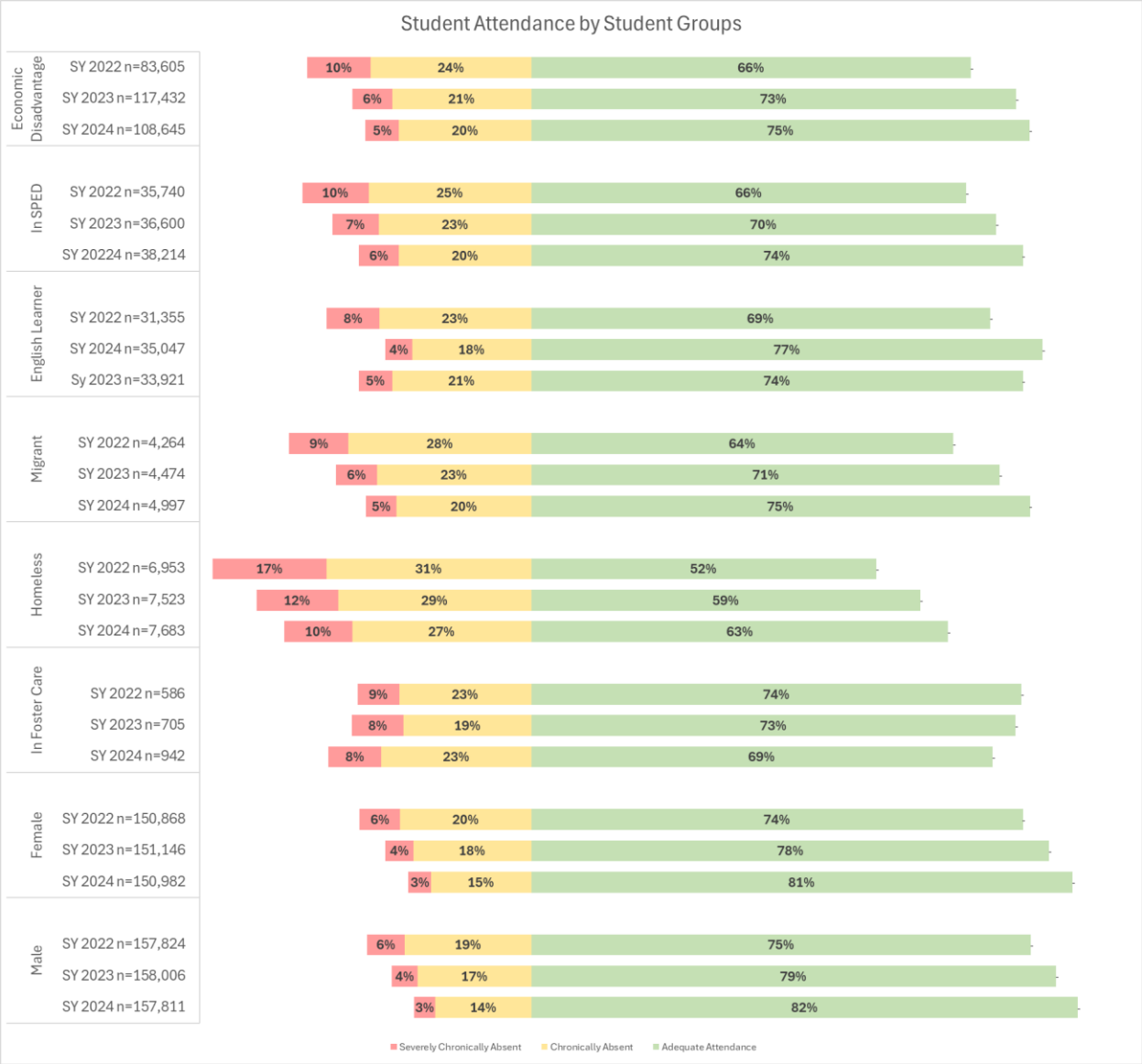


Figure 45 shows an increase in adequate attendance for all groups, except for students in foster care. However, the percentage of foster care students that are severely chronically absent has not increased since 2022.

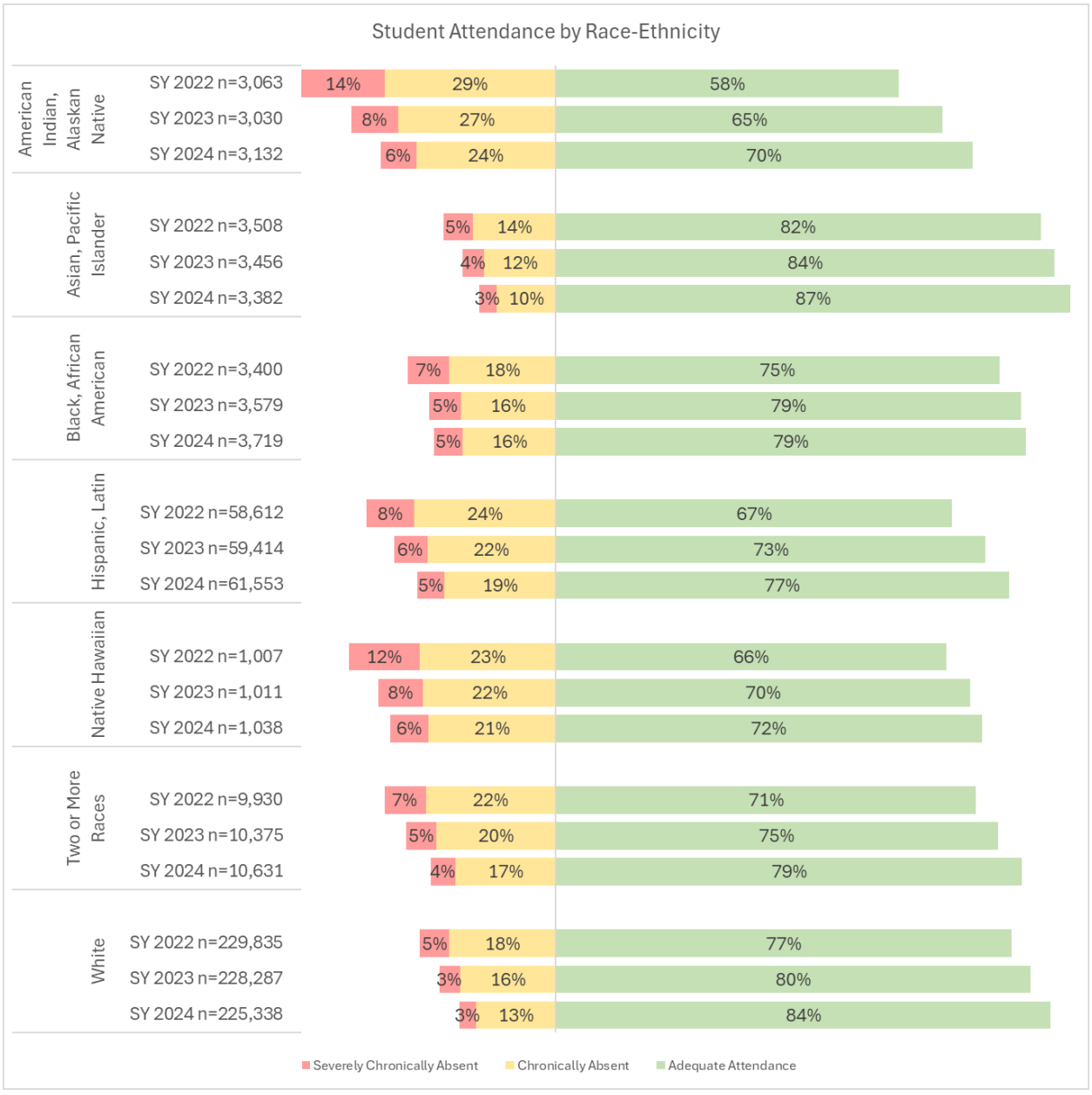
Figure 45: Student Attendance by Student Groups



As seen in Figure 46:

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

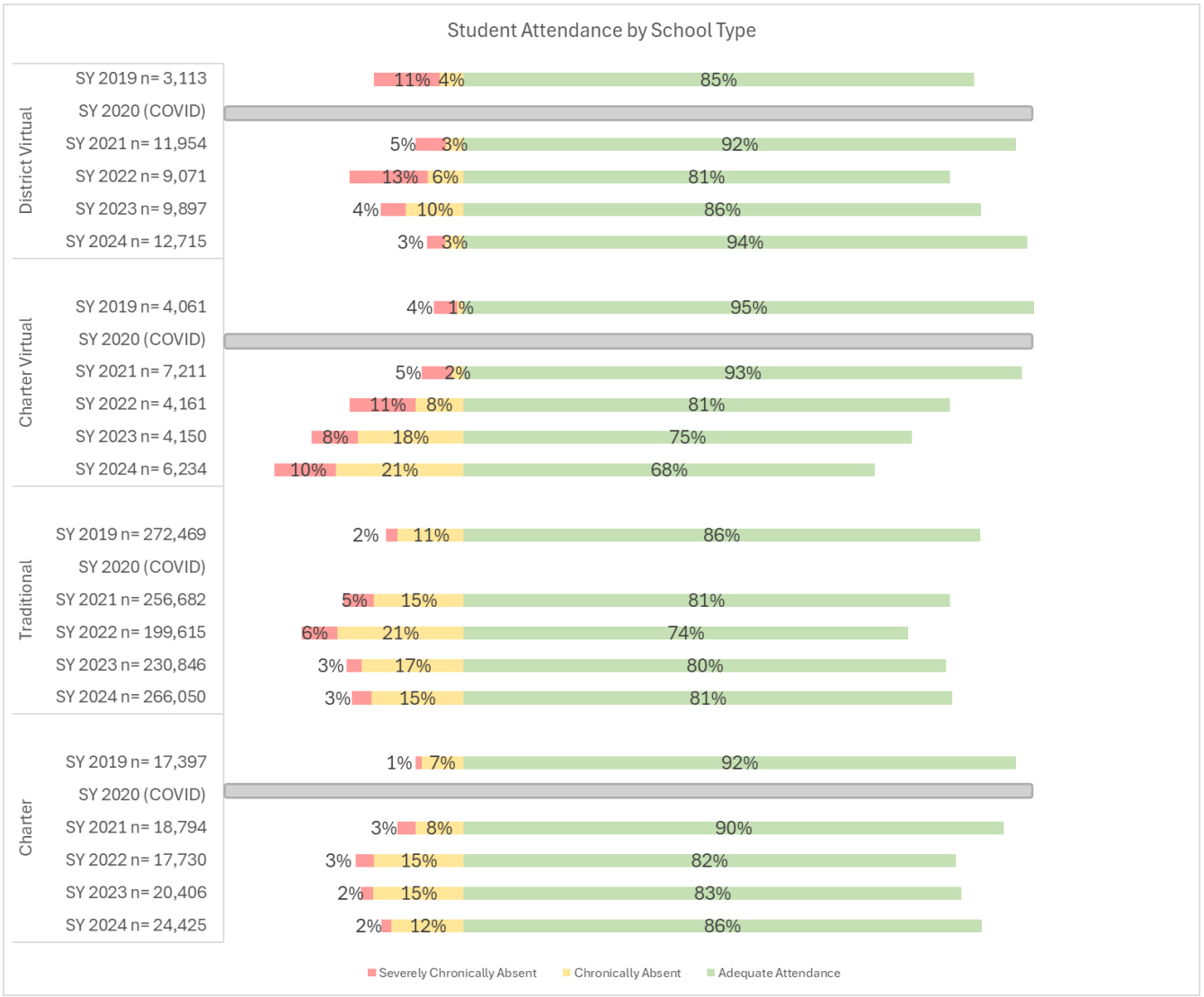
Figure 46: Student Attendance by Race-Ethnicity



As seen in Figure 47, all four school types lost attendance ground since last year.

- In 2024, Virtual District schools had the highest rate of adequate attendance (94%), while Virtual Charter Schools had the lowest (68%). This is an inverse from 2019 (pre-COVID).
- Virtual District Schools were the only group to have an adequate attendance rate higher than pre-pandemic levels, though in-person charter schools and traditional districts have experienced three consecutive years of growth.

Figure 47: Student Attendance by School Type

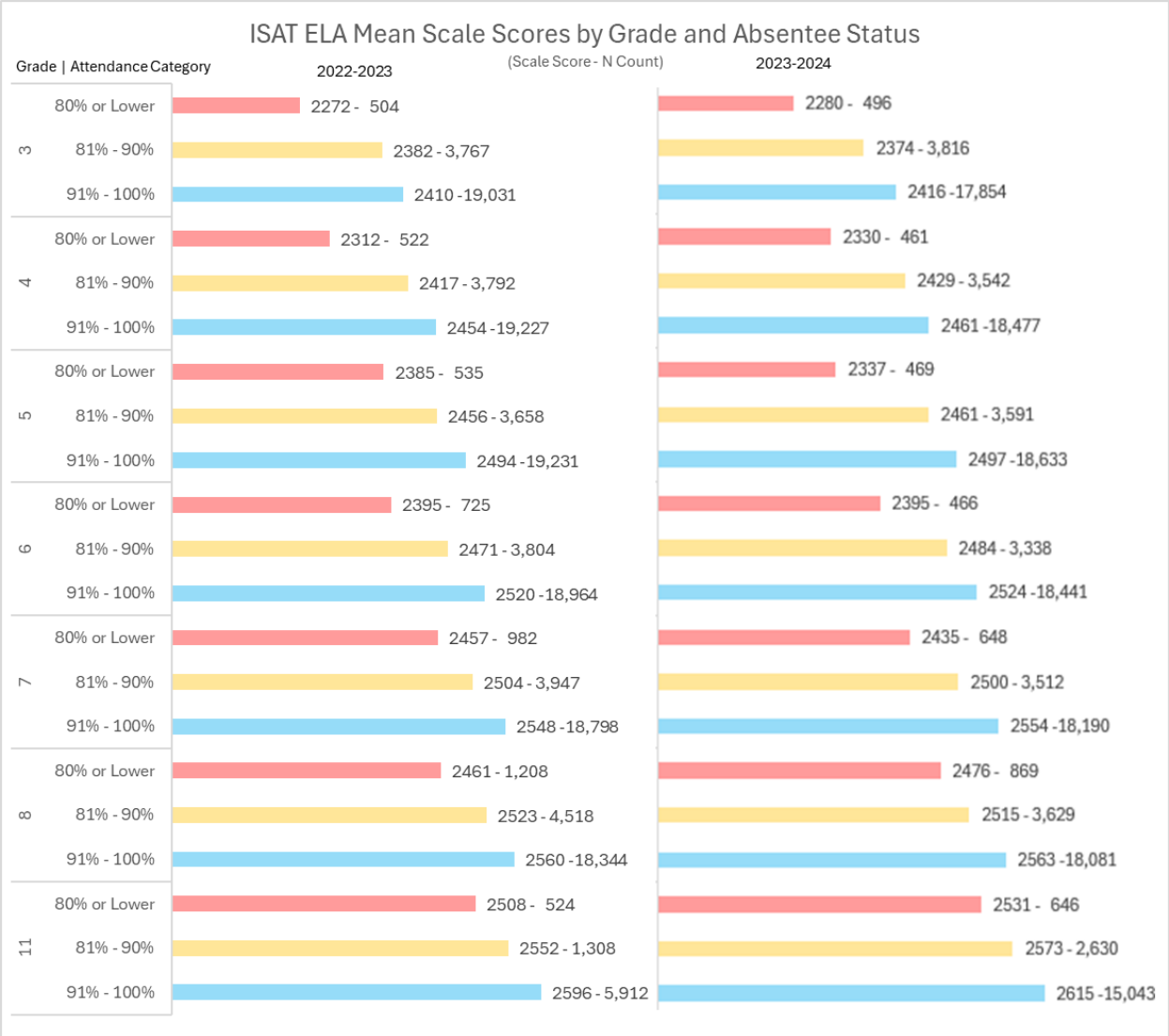


ISAT Median Scale Scores by Attendance Proportion Category
ISAT ELA and Math scores were positively correlated with attendance.

As seen in Figure 48,

- ISAT ELA scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 48: 2023 and 2024 ISAT ELA Mean Scale Scores by Grade and Attendance



As seen in Figure 49, ISAT Math scores were positively correlated with attendance.

- ISAT Math scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 49: 2023 and 2024 ISAT Math Mean Scale Scores by Grade and Attendance

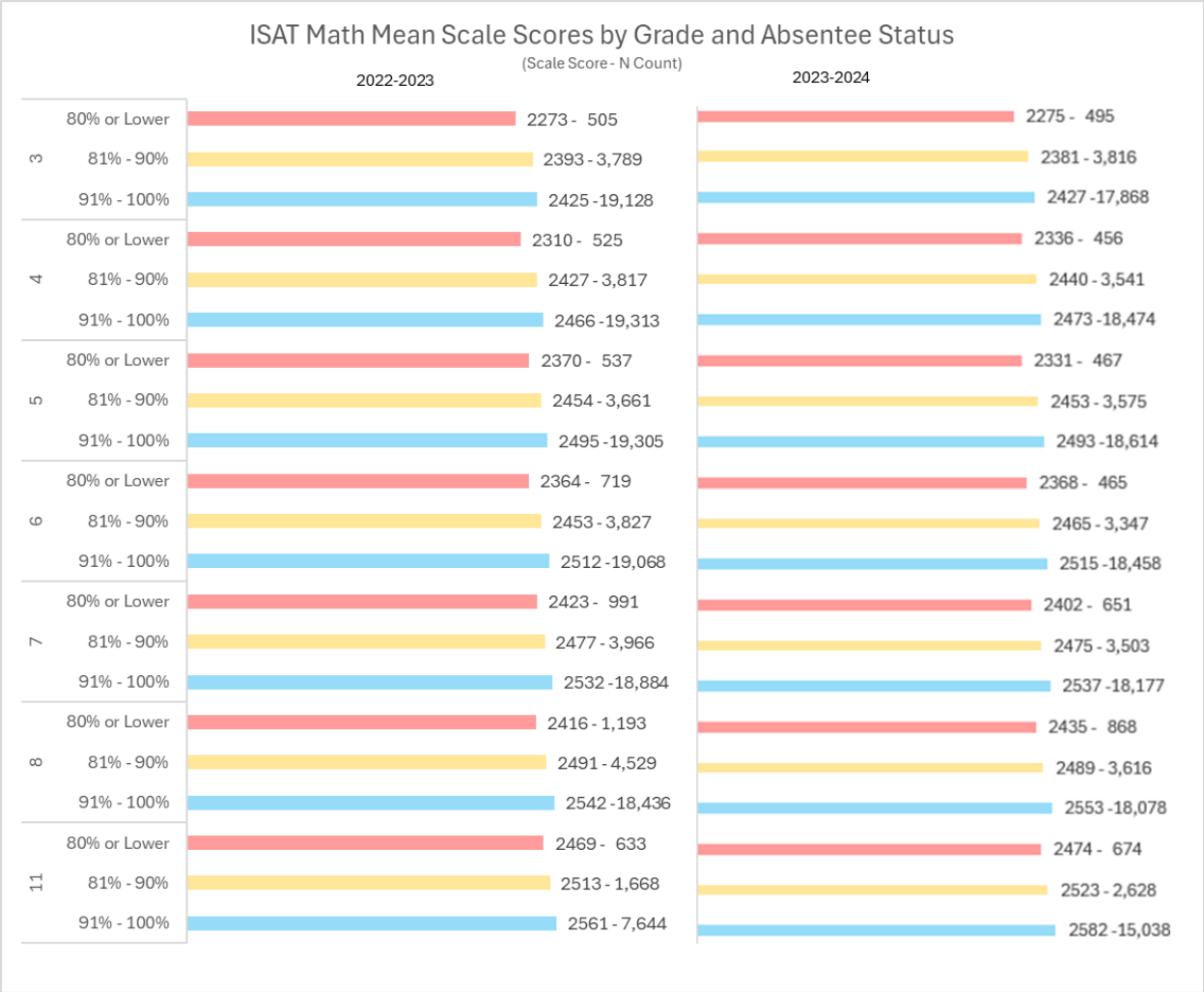
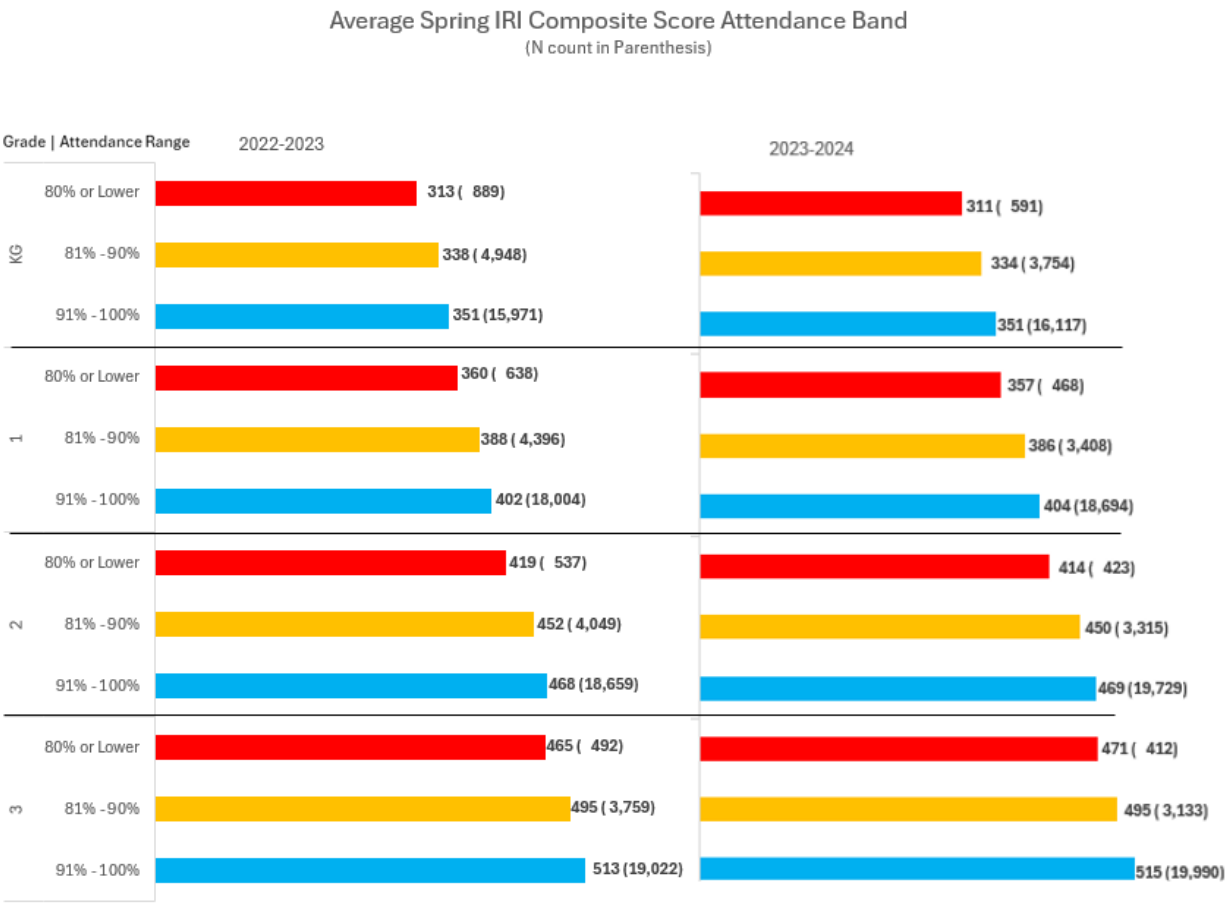


Figure 50: 2023 and 2024 IRI Mean Scores by Grade and Attendance

- Spring IRI Composite scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 5% of the variance in performance per grade and year.



9th-Grade Attendance Predicts 4-year Graduation Status

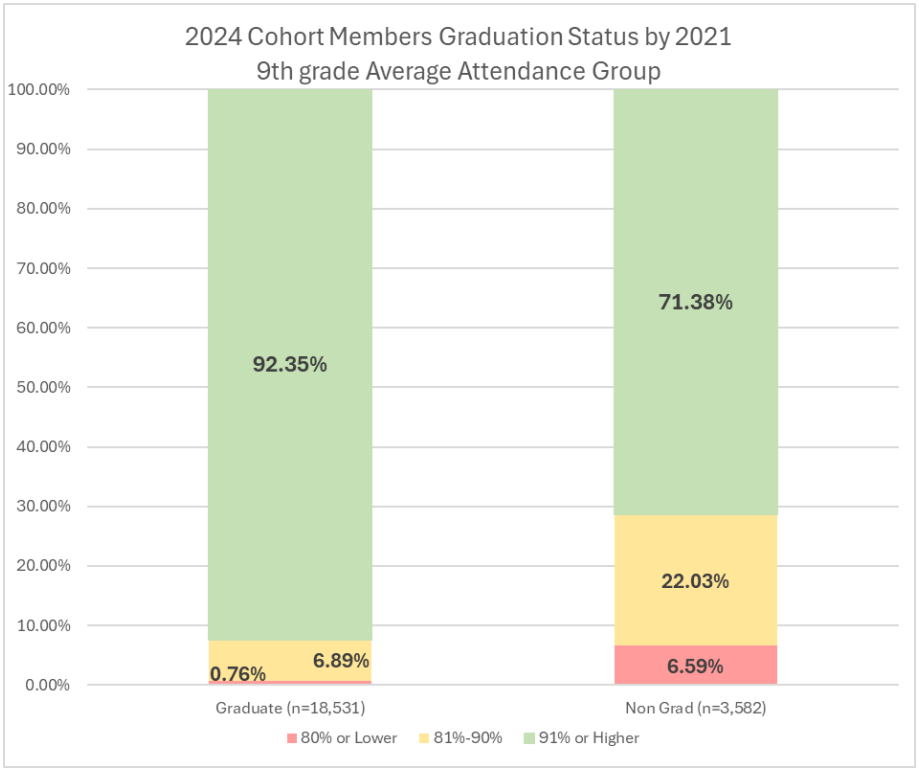
In Idaho, attendance as early as 9th grade strongly predicts likely graduation four years later, as seen in this analysis of students' 9th grade attendance in the school year 2018 and their graduation status in 2021.

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

Figure 51 shows the relationship between 9th-grade attendance and 4-year graduation. The graph excludes students who were not enrolled in an Idaho public school as of the first Friday of May of their freshman year, students who transferred out to another educational program outside of Idaho LEAs that culminates in the award of a regular high school diploma, emigrated to another county, or passed away during their four cohort years (n=3,016). The graph shows:

- 4-year graduates of the 2024 cohort were 29% more likely to have high attendance (91%-100%) in 9th grade than were their cohort non-graduates (92.35% of graduates had highest attendance level vs. 71.38% of non-graduates).
- Non-graduates were 772% more likely than graduates (6.59% v. 0.76%) to have low attendance (80% or less).

Figure 51: 4-year Graduation Status of 2024 Cohort by their 9th-Grade Attendance



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is the largest nationally representative, continuing evaluation of the condition of education in the United States. It has served as a national yardstick of student achievement since 1969. Students are tested on the subject areas of mathematics and reading on standards chosen by the National Assessment Governing Board (NAGB). These standards do not align to state standards. Through The Nation's Report Card, NAEP informs the public about what American students know and can do in various subject areas and compares achievement among states, large urban districts, and various student groups.

In Idaho, 1,800 students from 90 schools participated in each grade and subject area. Note that the number of students and schools are rounded to the nearest hundred and ten respectively. Students are selected statewide to achieve generalizable results among their student group population, schools are selected based on where these selected students attend school.

NAEP results are reported as both scale scores and achievements levels. The NAEP achievement levels are Below Basic, Basic, Proficient, and Advanced, but do not represent the same performance expectations as the ISAT, despite the use of the same terminology. Students performing at or above the *NAEP Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the *NAEP Proficient* achievement level does not represent grade level proficiency as determined by other assessment standards (e.g., state or district assessments). The Idaho Department of Education continues to manage the NAEP assessment program (per Idaho code 08.02.03.111), which began in Idaho in 1992.

Results from 2024 (winter 2025)

The graphs below show NAEP performance in Grades 4 and 8 in 2013, 2022, and the last year for which results are currently available, 2024, in Idaho and at a national level. Results are expected to be available from the Nation's Report Card in early winter 2025. Idaho's performance over this period declined, mirroring that of the national public-school average.

Figure 52: NAEP Grade 4 Reading Performance by Achievement Levels in 2024, 2022, and 2013

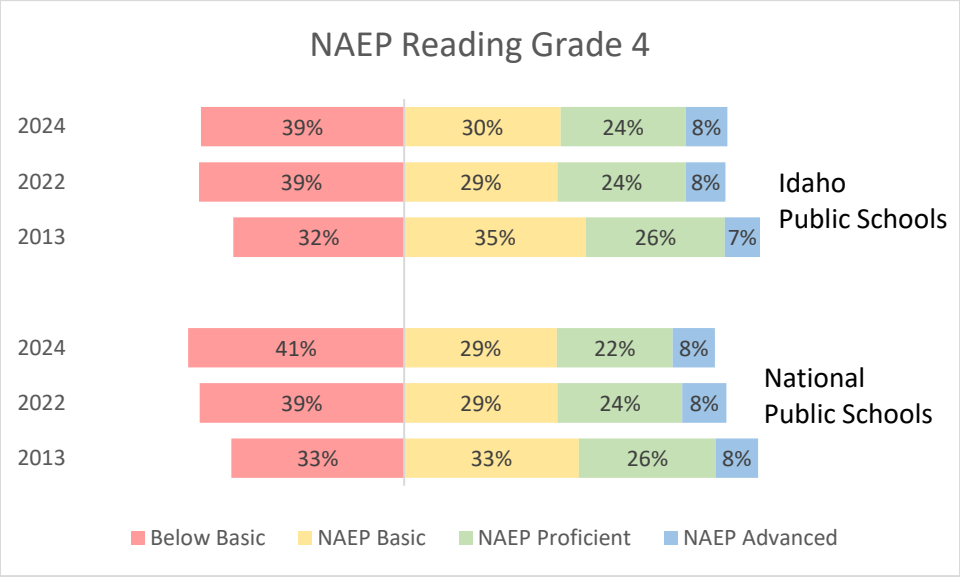


Figure 53: NAEP Grade 8 Reading Performance by Achievement Levels in 2024, 2022, and 2013

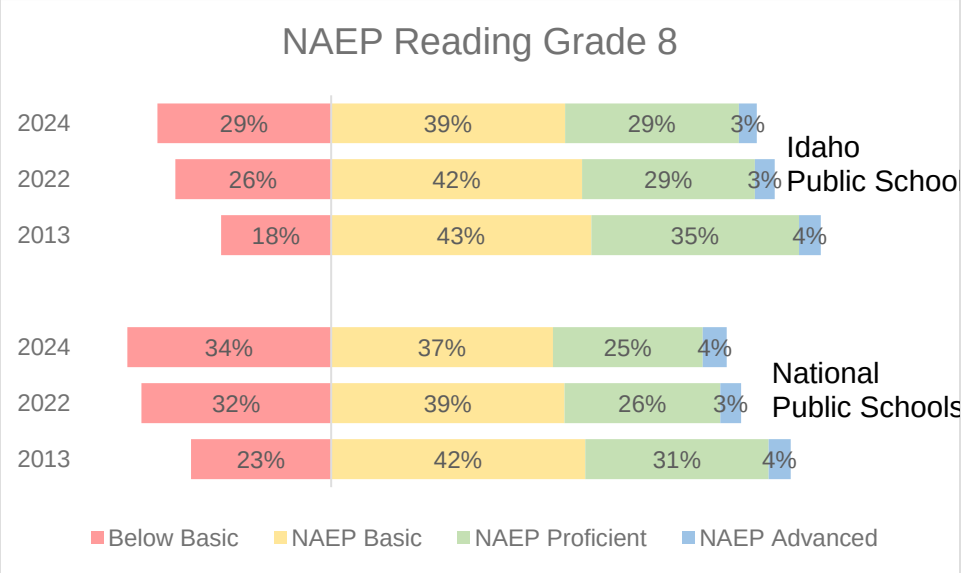


Figure 54: NAEP Grade 4 Math Performance by Achievement Levels in 2024, 2022, and 2013

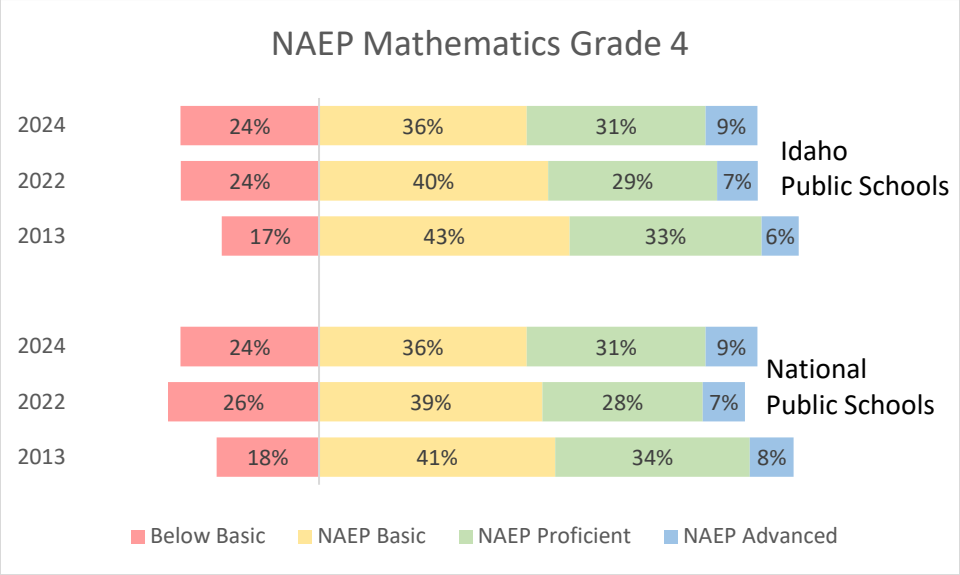
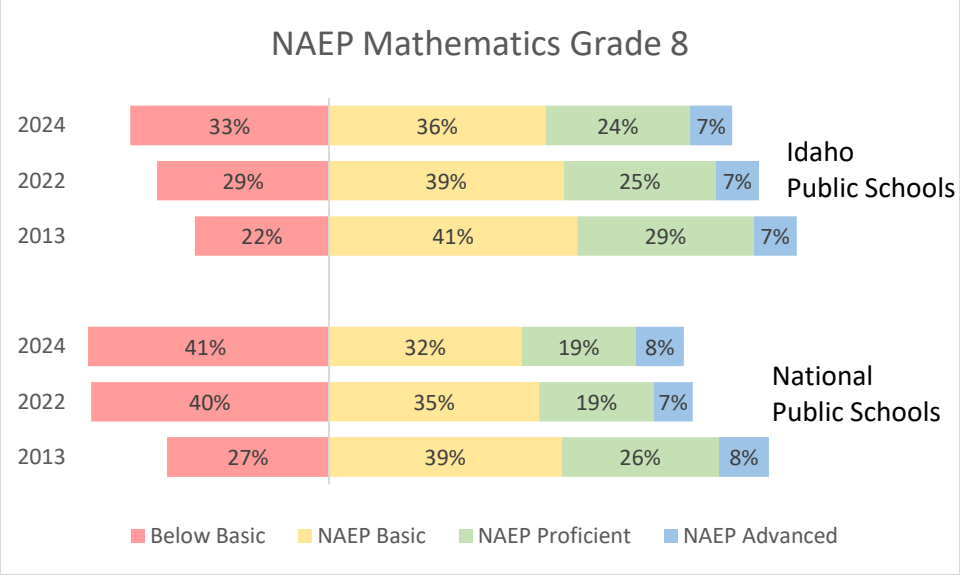


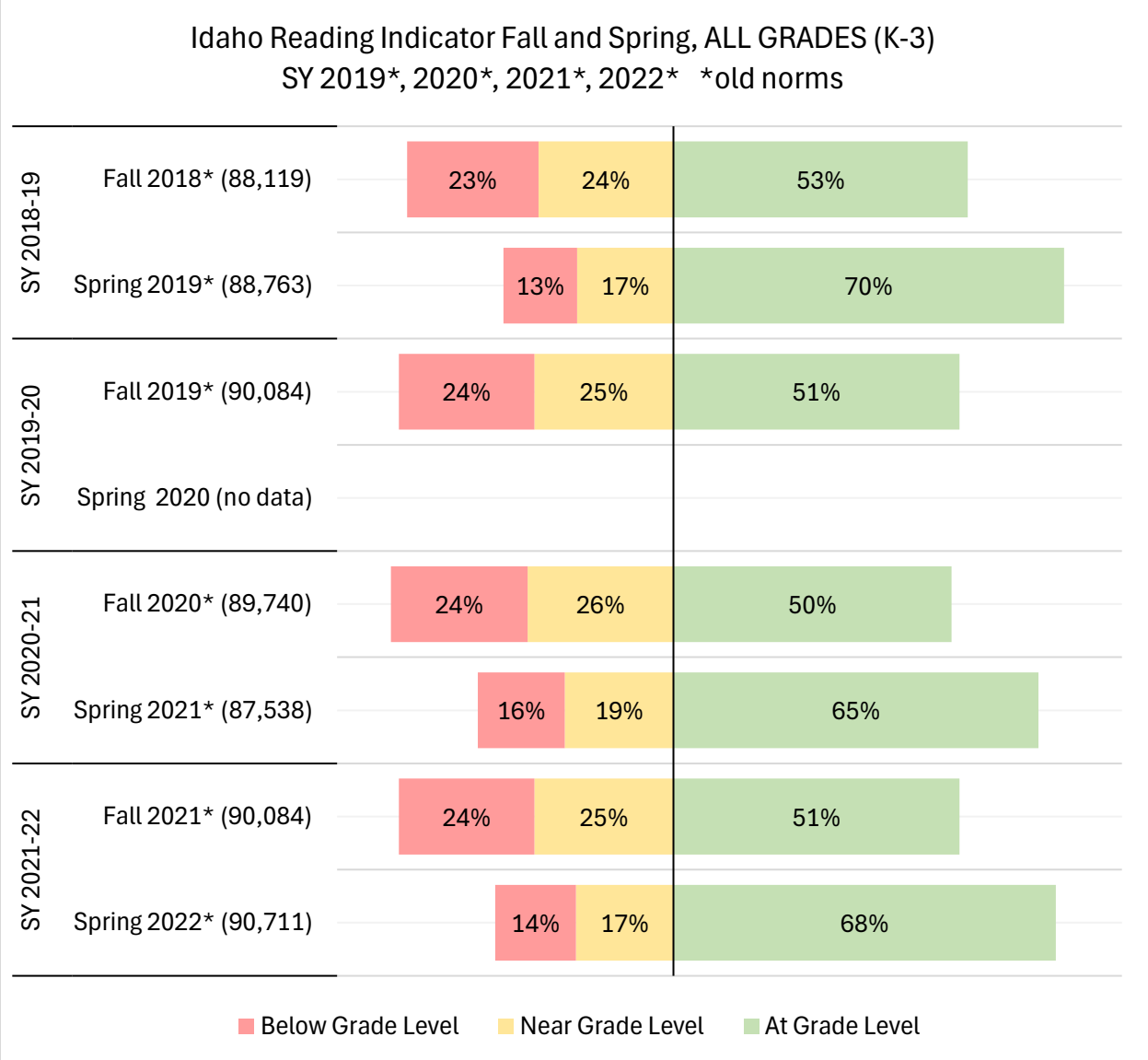
Figure 55: NAEP Grade 8 Math Performance by Achievement Levels in 2024, 2022, and 2013

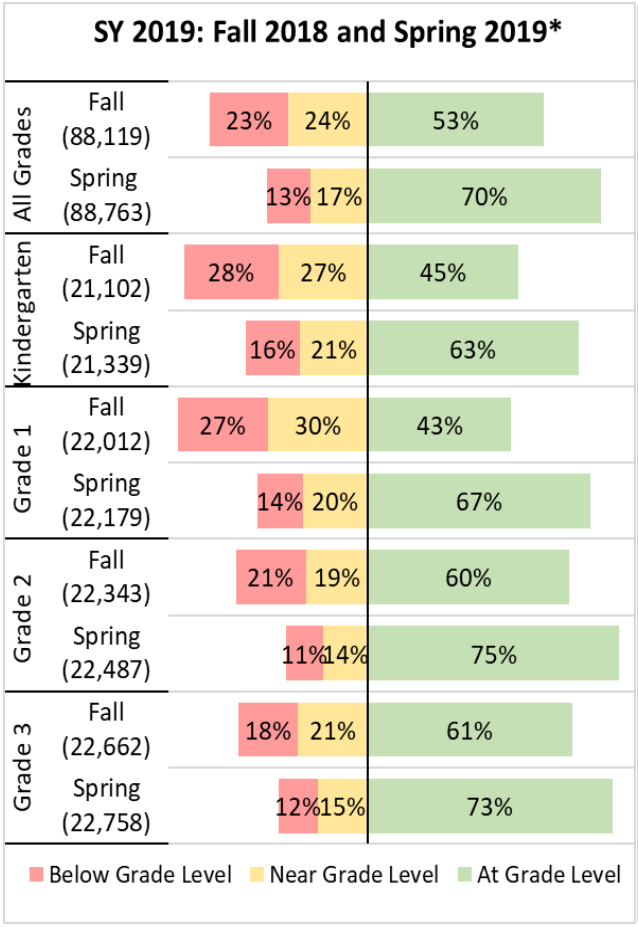


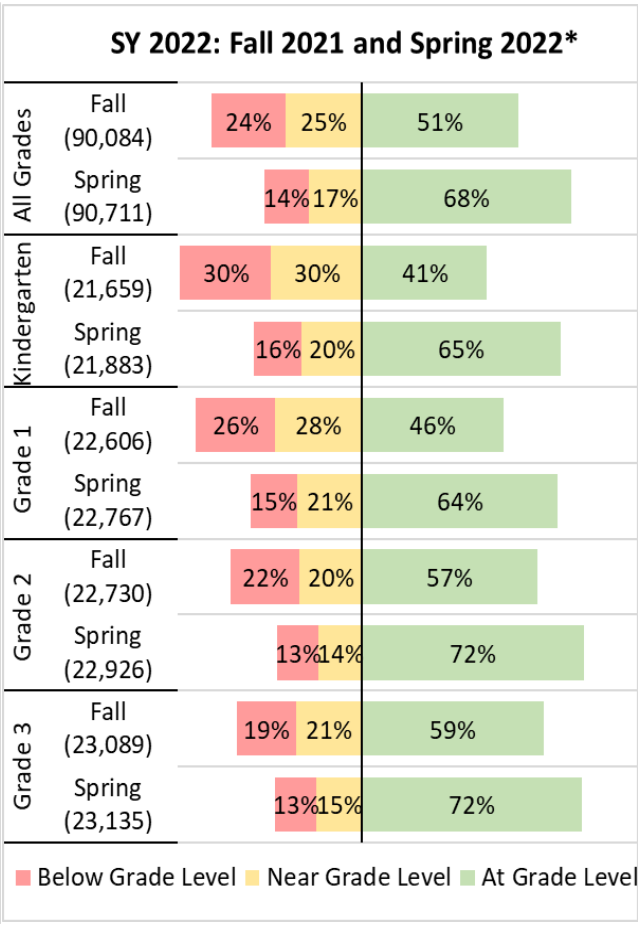
Appendix

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.

The following data represents the IRI scores from the old norms.




SY 2019: Fall 2018 and Spring 2019*
All Grades
Fall (88,119)
23%
24%
53%
Spring (88,763)
13%
17%
70%
Kindergarten
Fall (21,102)
28%
27%
45%
Spring (21,339)
16%
21%
63%
Grade 1
Fall (22,012)
27%
30%
43%
Spring (22,179)
14%
20%
67%
Grade 2
Fall (22,343)
21%
19%
60%
Spring (22,487)
11%
14%
75%
Grade 3
Fall (22,662)
18%
21%
61%
Spring (22,758)
12%
15%
73%
Below Grade Level
Near Grade Level
At Grade Level


SY 2022: Fall 2021 and Spring 2022*
All Grades
Fall (90,084)
24%
25%
51%
Spring (90,711)
14%
17%
68%
Kindergarten
Fall (21,659)
30%
30%
41%
Spring (21,883)
16%
20%
65%
Grade 1
Fall (22,606)
26%
28%
46%
Spring (22,767)
15%
21%
64%
Grade 2
Fall (22,730)
22%
20%
57%
Spring (22,926)
13%
14%
72%
Grade 3
Fall (23,089)
19%
21%
59%
Spring (23,135)
13%
15%
72%
Below Grade Level
Near Grade Level
At Grade Level