



Idaho Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Idaho annually differentiates across all public schools based on percentile rankings for individual accountability measures (not annual summative ratings for all schools/all students); however, schools for comprehensive and additional targeted support and improvement (CSI/ATS) are identified using a composite index.
- Idaho reports a current year percentile ranking and year-to-year change percentile ranking for each accountability measure, and uses the higher of the 2 scores for all accountability calculations schools.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input checked="" type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)	
Summative Ratings	
Not applicable	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	
GAP Achievement gap	
ELP English language proficiency/progress	✓
4-year graduation rate	✓
EAR Early learning	
WRE Well-rounded education	
Persistence	
EXT Extended-year graduation rate(s)	
OTG On-track to graduation	
Dropout rate	
College and career readiness	
COL College enrollment	
ADV Advanced coursework or sequence	✓
CPT College placement test(s)	
CTE Career and technical education or work-based learning	✓
Readiness to learn	
CFL Conditions for learning/school climate	✓
SEL Social-emotional learning	
CHR Chronic absenteeism	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations

(N = 20 for "all students" and 10 for subgroups for accountability; N = 5 for reporting)

Major racial/ethnic subgroups

Idaho includes the following subgroups in accountability calculations but it is not clear which are included in a combined "minority" subgroup and which are disaggregated:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- Hispanic or Latino

Other required subgroups

- Economically disadvantaged
- Students with disabilities
- English learners

Nonrequired subgroups

"Minority" combined subgroup (see above)

Subjects Used for Accountability

Subject	Status	Growth
Math	✓	
Reading/English language arts (ELA)	✓	
Writing		
Science		
Social studies		
Other		



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Annual Differentiation System

Idaho annually differentiates across all public schools based on percentile rankings for individual accountability measures (not annual summative ratings for all schools/all students based on all indicators). Idaho reports a current year percentile ranking and year-to-year change percentile ranking for each accountability measure and uses the higher of the 2 scores for all accountability calculations.

Schools are identified for comprehensive and additional targeted support and improvement (CSI/ATS) using the following composite index (see also “School Improvement Categories”).

Idaho Composite Index for Identification of CSI/ATS Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings			
		Elementary/Middle Schools		High Schools	
		EL ≥ N	EL < N	EL ≥ N	EL < N
 Academic achievement	Proficiency (Current year and change from previous year for ELA, math)	60%	90%	45%	60%
 Other academic					
 Graduation rate	4-year graduation rate	--	--	22.5%	30%
ELP English language proficiency progress	ELP growth	30%	--	22.5%	--
Academic indicators subtotal		90%	90%	90%	90%
SQSS School quality or student success	Satisfaction and engagement survey	10%	10%	--	--
	College and career readiness	--	--	10%	10%
SQSS indicator subtotal		10%	10%	10%	10%
Total		100%	100%	100%	100%

Note 1: For each state measure, Idaho uses the higher of each the current year status or change over previous year(s) (described as “growth” in the state plan) in calculating composite index scores. It proposes the proficiency change measure as the “other academic” indicator.

Note 2: Idaho provides alternate weighting schemes for schools that meet the minimum *N* size for English learners and schools that do not.

Note 3: ELA=English language arts

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (weighted equally across ELA, math)	The academic achievement and other academic indicator are both integrated into the proficiency measure. The score for proficiency is determined by the statewide ranking for the <u>higher of either</u> : <ul style="list-style-type: none"> Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments (mathematics and ELA) or Change from previous year in the percentage of such students
 Other academic		
	<i>Participation rate inclusion</i>	Participation rate is not included in the proficiency calculation. Schools not meeting 95% participation will be considered as having missed the respective ambitious interim goal. If participation rate for the current year is below 95%, Idaho allows the current year rate to be calculated as a 3-year average. For schools not meeting that rate, an outreach plan to parents must be developed.
 Graduation rate	4-year graduation rate	Percentage of students within an <u>adjusted cohort</u> who graduate within 4 years with a regular high school diploma
ELP English language proficiency progress	ELP growth	Percentage of English learners scoring 1 performance level higher than the previous year on statewide ELP assessments (or who maintain proficiency if applicable)
SQSS School quality or student success	Satisfaction and engagement survey	Results from a “student satisfaction and engagement” survey (pending clarification)
	College and career readiness	Percentage of students meeting participation and/or performance benchmarks to include: <ul style="list-style-type: none"> Industry-recognized certification Participation in apprenticeship program Participation in “advanced opportunities” (pending clarification)

Note 1: For each state measure, Idaho uses the higher of either the current year status or change over previous year(s).

Note 2: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score (by gradespan), and non-Title I schools performing below the 5% threshold Low graduation rate school: 4-year graduation rate less than 67% Chronically underperforming subgroup (i.e., 3 years failure to exit Title I ATS status) 	Any school with consistently underperforming subgroup(s) based on having gaps of 35 percentage points or more on any accountability measure, compared with all students not in the respective subgroup	Any school with subgroup index score below threshold for the identification of bottom 5% of Title I schools based on all students
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2021–22 for chronically underperforming subgroup schools and every 3 years thereafter 	2018–19 and annually thereafter	2018–19 and every 3 years thereafter
Years of improvement to exit status	1–2 consecutive years of improvement are required to exit CSI status (depending on reasons for identification)	States are not required to determine exit criteria for consistently underperforming subgroups	1 year of improvement is required to exit ATS status (after 2 years minimum in status)

Note: Idaho will identify for annual "watch list" reporting those schools that meet CSI identification criteria during off-cycle identification years.

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1 (for all recent ELs)	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		