



# ESSA Update



# Background



- March 2018 - US Department of Education Approved Idaho's plan
- August 2018 - SDE implemented plan and identified schools under the new accountability system

# Idaho's New Accountability System



## The system was designed to:

- Identify schools with low achievement and low or no growth in achievement for support and technical assistance
- Identify schools with graduation rates below 67 percent averaged over 3 years
- Identify schools with achievement gaps in at risk populations
- Recognize schools for top performance and reaching interim progress goals

# Identification of Schools For Improvement



Identification category	# of K-8 schools identified	# of high schools identified	# of alternative high schools
CSI Up	22	5	2
CSI Grad	--	9	37

# Consistently Underperforming Subgroups



## Targeted Support and Improvement

- 247 Schools identified for at least one subgroup gap
- Achievement gap of 35 points for 3 consecutive years
- The most frequent groups identified were students with disabilities and English learners

# Celebrating the Bright Spots



	# of K-8 schools identified	# of high schools identified	# of alternative high schools
Schools meeting 2018 goal in ELA (58.2%)	158	72	0
Schools meeting 2018 goal in Math (48.1%)	220	35	0
Schools meeting 2018 Graduation Rate Goal (82.2%)	NA	110	0
Schools meeting 2018 goal in English Language Learner growth to proficiency (51.46%)	215	15	0

# Evaluation inspires amendments



- Analysis and review of the accountability system, feedback from the field and observations by our team, identified areas of the plan to clarify and improve the system
- Accountability Oversight Committee Report submitted to the State Board of Education in December 2018

# Stakeholder engagement



- Consultation with educators to identify changes
- In person and remote meetings
- Public comment period January 17 – February 1, 2019
- State Board of Education approved amendments
- Briefed Governor Little

# Summary of Amendments



- English Learners
  - Proficiency on ACCESS
  - Progress toward English Language Proficiency
- Comprehensive Support and Improvement
  - All Schools - CSI Underperforming
  - Alternative Schools - CSI low grad rate
- 5 Year Grad Rate
- Targeted support and improvement



- Proficiency and Statewide Exit Criteria based on ACCESS assessment
  - Assessed in Reading, Writing, Speaking, Listening
  - Receive a scale score and overall composite value (1-6) and scale score and achievement score for each subtest.

# English Learners –Exit Criteria



- Previous exit criteria
  - 2016 - 5.0 overall and 5.0 in each domain
  - \*2017 and 2018 - 5.0 overall and 4.0 in each domain

## Amended Plan (2019)

4.2 Overall and 3.5 in Reading, Writing and Listening



# English Learners Progress Toward Proficiency

- English Learners Progress toward English Language Proficiency
  - Previous metric – 7 year trajectory

## Amended Plan (2019)

Starting Level	Year 1	Year 2	Year 3	Year 4	Year 5
<b>1</b>	1.5-1.9	2.0-2.9	3.0-3.5	3.6-4.1	4.2+
<b>2</b>	2.5-2.9	3.0-3.5	3.6-4.1	4.2+	
<b>3</b>	3.0-3.5	3.6-4.1	4.2+		
<b>4</b>	4.0-4.1	4.2+			
<b>5</b>	students are considered proficient				
<b>6</b>	students are considered proficient				

# English Learners Interim & Long Term Goals



- English Learners
  - Updated Interim and Long Term Goals for students making progress toward English language proficiency

## Amended Plan: 2018 Baseline with goals through 2023

Reduce the number of students not making progress by 1/3

2018 Baseline	2019	2020	2021	2022	2023
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%

# Comprehensive Support and Improvement



- CSI Identification
  - Schools performance in ELA, Math, ELA Growth, Math Growth, Graduation Rate and EL Growth to Proficiency
  - N-Size 20
  - Large schools - 2018 performance
  - Small schools (less than 20 students in 2018) combined 2016, 2017 and 2018



# 3 Year Average Calculation

## Amended Plan

School Performance is a 3 year average in metrics for all schools

Example: Large School Performance for ELA assessment

3 Year Average	2017	2018	2019	Total	Percent Proficient
# Proficient	89	79	88	256	67.36%
# Tested	130	+ 122	+ 128	= 380	

Example: School B Performance for Math assessment

# Proficient	7	4	6	17	58.6%
# Tested	11	8	10	29	

# Includes All Schools



- CSI Identification
  - Inclusion of small schools and K-2 schools in accountability system

Example: School C with less than 20 students after three years

3 Year Average	2017	2018	2019	Total
# Proficient	4	4	4	12
# Tested	7	6	6	<b>19</b>

Amended Plan: Documents the Qualitative Review Process for schools with less than 20 or serving students not assessed

# 5 Year Grad Rate



- 5 Year Grad Rate
  - Calculated for the first time for the Class of 2017
  - Established baseline and long term/interim progress goals

## Amended Plan (2021)

Identify Alternative Schools for CSI-Grad using 5 year grad rate

# Targeted Support and Improvement



## Targeted Support and Improvement

- 247 Schools identified for at least one subgroup gap
- Achievement gap of 35 points for 3 consecutive years
- The most frequent groups identified were students with disabilities and English learners

# Excluding Schools Making Interim Progress



Example School	Statewide Target	
	Students with Disabilities	Non Disabled Peers
ELA proficiency	32.10% 24.4%	71.30%
Math proficiency	28.60% 24.6%	66.8%

## Amended Plan (2021)

Exclude schools making interim progress goals for the appropriate subgroup and metric

# Next Steps



- March 1: Amended plan due to US Department of Education
- March – June: US Department of Education Review
- August 2019: Implement changes\*

# Questions



**Karlynn Laraway** | Director, Assessment & Accountability

208 332 6976

[klaraway@sde.idaho.gov](mailto:klaraway@sde.idaho.gov)



*Supporting Schools and Students to Achieve*

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION