

**SUBJECT**

Commission Education: Star Rating System

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

Idaho's new Star Rating System was developed by SDE as part of the state's request to the U.S. Department of Education for a waiver of requirements established by No Child Left Behind (NCLB). The Star Rating System is intended to replace Adequate Yearly Progress (AYP) for purposes of evaluating schools' academic status based on the ISAT. The new system is still under development and final approval has not yet been received from the federal government.

**DISCUSSION**

Nick Smith, Deputy Superintendent Federal Programs for the Idaho State Department of Education, will discuss Star ratings as they relate to public charter schools and authorizers.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the Commission.

**April 5, 2012**

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April 5, 2012

STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

**Idaho's ESEA Flexibility Application**

Executive Summary

January 10, 2012

The State of Idaho is applying for flexibility under the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind, to ensure every student graduates from high school prepared to go on to postsecondary education or the workforce without the need for remediation. To accomplish this, Idaho has created a new system of increased accountability that focuses on postsecondary and career-ready standards; recognition, accountability and support for all schools; and a support system for effective instruction and leadership at every level.

Idaho has taken a lead role in building the next generation of accountability systems. By passing the Students Come First reform laws in 2011, the state has moved toward an education system based on academic growth and better preparing students for the world that awaits them after high school. Superintendent of Public Instruction Tom Luna worked with other states to develop key principles for new accountability systems through his role as President-Elect (and now current President) of the Council of Chief State School Officers. In June, Superintendent Luna sent a letter to Secretary Duncan, informing him that Idaho would begin moving toward a new system of increased accountability since Congress has not reauthorized No Child Left Behind. The new system would include more flexibility for school districts and a new accountability system that measures growth.

Under the current No Child Left Behind law, states can only measure school success based on proficiency – or how many students pass the test. The federal law, which originally passed in 2001, was supposed to be reauthorized four years ago so states could include academic growth, or how much progress a student makes in a given year. However, Congress has not taken action on reauthorization.

With a waiver to certain parts of the No Child Left Behind law, Idaho can create its new system of increased accountability based on higher standards, academic growth, and improved performance evaluations for educators – all key components of the Students Come First reform laws. These laws have positioned Idaho well to implement its new system of increased accountability.

In each state's waiver application, they must address four areas:

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

Here is an overview of how Idaho's new system of increased accountability will work.

**College- and Career-Ready Expectations for All Students**

Idaho adopted the Common Core State Standards for mathematics and English language arts and is implementing a comprehensive plan for transitioning to the standards by the 2013-2014 school year. The plan includes professional development opportunities and additional tools and resources that are targeted for Idaho teachers, principals and district leadership teams. All trainings and resources will ensure that students receive the education they need to meet these standards, including students who are English language learners, students with disabilities and low-achieving students. The State also is moving to next-generation assessments that are aligned with the Common Core State Standards.



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**State-Developed Differentiated Recognition, Accountability, and Support**

Idaho will maintain a single accountability system for all schools, Title I and non-Title I schools alike. Idaho will no longer measure Adequate Yearly Progress (AYP) for schools and districts. Under the new accountability system, the State has created a Five-Star scale to evaluate and recognize school performance.

The Five-Star scale uses multiple measures every year to determine a school's performance. Schools are evaluated based on student proficiency, student academic growth, student growth to proficiency, and postsecondary and career readiness metrics. The State will use the statewide standardized test, the ISAT, to measure growth and proficiency in grades 3-10. The State will use additional metrics, such as graduation rate, enrollment in and completion of advanced courses and student scores on college entrance exams to measure postsecondary and career readiness. Under Students Come First, the State already has moved toward measuring academic growth as well as proficiency.

Four-Star and Five-Star Schools will be publicly recognized and financially rewarded for their excellent performance. These schools will serve as an example to other schools. Under Students Come First, the State developed a statewide pay-for-performance plan to financially reward the certificated staff in schools that demonstrate overall excellence or significant academic growth each year. One-Star and Two-Star Schools will be required to develop school improvement plans tied to researched best practices and work closely with the State and their school districts to implement the interventions that are proven to raise student achievement and close achievement gaps. It will take these schools two consecutive years of progress to exit their status. Three-Star Schools also must complete an improvement plan but will be given considerable more flexibility in how they implement interventions to reach Four-Star or Five-Star Status. It will take these schools one year of progress to exit their status.

**Supporting Effective Instruction and Leadership**

Idaho has created statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Every school district is currently using the Statewide Framework for Teacher Performance Evaluations, based on the Danielson Framework for teaching, to evaluate teachers at least once a year. Now, under Students Come First, at least 50 percent of a teacher and administrator's performance evaluation also must be based on student achievement. In addition, schools and districts must make sure parent input is included on teacher and school-based administrator performance evaluations going forward.

In addition, the Idaho State Department of Education (ISDE) is working with educational stakeholder groups to develop a statewide framework for administrator evaluations. This work is currently underway and should be completed by May 2012. The State will use these frameworks to make necessary changes with teacher and administrator preparation programs. This process has already begun with action from the Idaho State Board of Education.

**Reducing Duplication and Unnecessary Burden**

Idaho fully deployed a statewide longitudinal data system in the 2010-2011 school year. This system, known as the Idaho System for Educational Excellence (ISEE), has consolidated data collection processes at the State and district levels and should reduce duplicative reporting and other unnecessary burdens on schools and districts. In addition, the Idaho State Department of Education (ISDE) received a \$21 million grant from the J.A. and Kathryn Albertson Foundation to deploy the second phase of ISEE: a statewide instructional management system available to all classrooms, schools and districts.



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The State contracted with Schoolnet to provide the instructional management system. Through Schoolnet, a teacher or administrator can access Idaho's Content Standards, the Common Core State Standards, deconstructed Common Core State Standards, digital content aligned with the standards and lesson plans aligned to the content and standards. In the 2011-2012 school year, six school districts are piloting the additional use of assessment tools in Schoolnet. These assessment tools will be available to a majority of Idaho's schools and districts in the 2015-2016 school year through a competitive grant process. Eventually, all Schoolnet tools and resources will be available to every public school in Idaho in the 2016-2017 school year. The instructional management system will assist teachers and leaders in analyzing achievement data, building lesson plans and creating high-quality assessments.

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Frequently Asked Questions regarding Idaho's ESEA Waiver Application:

1. **Will the waiver application take the place of Idaho's Accountability Workbook?**
  - a. Yes. However, at this point it is unknown whether the U.S. Department of Education will require revisions to the Accountability Workbook to make the waiver parallel to the waiver document.
2. **When will Idaho know if the waiver is approved by the U.S. Department of Education?**
  - a. The review of Idaho's waiver will take place at the end of March. The U.S. Department of Education has informed us that they will strive to approve as quickly as possible after that. The final approval will be driven by how many issues need to be addressed in response to the review team and how quickly states can move to make changes. The U.S. Department of Education hopes to get as many states through the process as possible before summer.
3. **When will the star ratings be released to the public?**
  - a. At the end of this school year, the SDE will be assigning new star ratings with this year's data, including this year's testing results. It is the SDE's plan to offer an appeal process for both the AYP and Star Rating data during June-July 2012, provided the negotiations with U.S. Department of Education will allow for that. The waiver requires the SDE send the ratings to the U.S. Department of Education with the waiver application. The SDE has not done so at this time because we wanted districts to see their data and have time to understand it and appeal it before doing so. Our plan is to send the updated star ratings to the U.S. Department of Education once we have all of the data corrected and the new data from this spring.
4. **Why is Idaho choosing to adopt one accountability system for all schools rather than just schools that receive Title I funding as is required under Federal law?**
  - a. The Idaho State Board of Education and Superintendent of Public Instruction Tom Luna have long supported one, streamlined accountability system for all Idaho's public schools to ensure all students receive a uniform education that best meets their needs. This accountability system is different in its requirements for expenditures in that only the lowest-performing schools are required to set aside funds. The plan details flexibility for the use of federal funds in order to meet the obligations in non-Title I schools that are identified as One- or Two-Star Schools. Right now, the state does not have the funding to maintain two systems of accountability. Through Idaho's education reform known as Students Come First, the state has finally been able to implement a growth model, which educators have demanded for years. Now, Idaho is applying for a waiver aligned to this growth model and the Students Come First laws. With this waiver, we will have one system of accountability that more accurately measures school performance and ensures we spend our scarce resources on the schools and students who need it most.

5. **When does the star rating system go into effect and take over for AYP?**
  - a. Idaho has proposed to hold AYP targets at the same level they were during the 2010-2011 school year while introducing the new performance framework. The existing NCLB improvement timeline will continue to be in place until spring 2013. However, an initial star rating will be available to schools and districts by fall 2012. Therefore, there will be a transition period during the 2012-2013 school year in which schools will have ratings under two systems. In order to provide clarity of the requirements for 2012-2013, we have included a table in the waiver application that details how the requirements of the two systems will integrate for a one-year period. That table can be found on page 81 of Idaho's ESEA Waiver.
  
6. **I am having trouble accessing my schools star ratings on the SDE website. How do I go about accessing them?**
  - a. The State Department of Education has put together a guide that outlines how to access and interpret the star rating system accountability information found on the AYP site. That document was sent to Superintendents and Charter School Administrators on February 10, 2012. If you need additional information or assistance, please contact Dr. Angela Rishell at [arishell@sde.idaho.gov](mailto:arishell@sde.idaho.gov).
  
7. **In reviewing the ESEA waiver, we are unable to locate the public comments that were received. Where in the waiver are the public comments located?**
  - a. An entire listing of public comments received by the State Department of Education can be found as Attachment 2 in the waiver as is identified in the Table of Contents. Please see the following pages in the waiver for specific public comments:
    - i. Attachment 2, pg. 5 – 25, Public Comments for Suggested Change and ISDE Response
    - ii. Attachment 2, pg. 26, Idaho Indian Education Advisory Committee
    - iii. Attachment 2, pg. 27, Idaho Commission on Hispanic Affairs
    - iv. Attachment 2, pg. 28, Email from Senator John Goedde
    - v. Attachment 2, pg. 29, Committee of Practitioners
    - vi. Attachment 2, pg. 30, Email from Greg Lowe
    - vii. Attachment 2, pg. 31 – 36, ISSA, ESEA Waiver Committee
    - viii. Attachment 2, pg. 37 – 40, Boise School District
    - ix. Attachment 2, pg. 41 – 49, Meridian School District
    - x. Attachment 2, pg. 50 – 53 Lewiston School District
    - xi. NCLB ESEA Request Public Comment pg. 54 – 128.
  
8. **Will districts receive star ratings or just schools?**
  - a. The ESEA waiver required the SDE to supply the ratings of schools as part of the application. As a result, that is where we have focused our attention at this time. We will produce ratings for districts but will wait until the end of this school year when districts have had a chance to appeal their data and we have had a chance to include this year's assessment data to update the star ratings for all schools as well. The State Department of Education will not be reporting district star ratings as part of the waiver process.

9. **Will the star rating system be released to the public or will they only be available to districts this year while still under review by the U.S. Department of Education?**
  - a. While the waiver does require that we send the ratings to the U.S. Department of Education as part of the application, the SDE will not be releasing the list of star ratings to the public or submitting the list of the schools and their star ratings as required in the waiver to the U.S. Department of Education at this time. We have placed the star ratings behind the secure site where only school administrators can access their respective schools' data. We wanted districts to be able to see their data and have time to understand and appeal it before we submit it and make it public. We will be building an application similar to the AYP appeals site and will provide districts the opportunity to view and appeal any data related to the star rating prior to making it public or sending it to the U.S. Department of Education.
  
10. **Grade 9 is actually taking the Grade 10 ISAT and our data seems to indicate that this influences the % proficient because they are not taking a "true" Grade 9 end-of-year test. How does the new system account for this difference in testing Grade 9 students versus all other grade levels?**
  - a. The Achievement ratings are calculated using only 10<sup>th</sup> grade data. Ninth grade data is not included in the achievement percentages. The Growth to Achievement and Growth to Achievement Gaps are calculated using 9<sup>th</sup> and 10<sup>th</sup> grade data because the scores use a vertical scale and can illustrate growth from grade to grade.
  
11. **It appears that all four (4) subgroups are merged in the new system. The score is multiplied by four (4) to calculate the points. How does this work in schools that might have only 1, 2, or 3 subgroups that reach the "N" of 25?**
  - a. In schools that do not have 25 students in each subgroup, the subgroups are combined into one subgroup to avoid not identifying high-risk students. When subgroups are combined, each student is only counted one time. For example, if you have a student that is Minority, LEP and Free and Reduced Lunch, his scores would only be counted one time. In schools where there are 25 students in all subgroups, the students are kept separate but are counted multiple times if the student was identified in multiple subgroups. We will be proposing a change to the U.S. Department of Education to address this.
  
12. **In looking at the metrics used to determine star ratings, we are concerned that a disproportionate number of alternative schools will be classified as One- and Two-star schools?**
  - a. The State Department of Education has received feedback related to alternative schools and how they are identified in the new star rating system. While we do believe that students in an alternative setting have high potential for growth, and we do recognize that an accountability system designed to evaluate alternative schools may need to focus on or place more of an emphasis on other indicators of success. Based on the feedback we are getting, the SDE has committed to pulling together a working group of superintendents and principals to analyze the star rating system as it pertains to alternative schools and make recommendations for possible revision once we have begun negotiations with the U.S. Department of Education about the waiver approval.



13. **In reviewing the star rating for our high school, we do not believe that we have received credit for all of our students who have been taking dual credit courses.**
- a. The star rating reports that were previously published took into account AP, IB and Tech Prep courses which were collected through ISEE but not Dual Credit courses because the system was not collecting that information at the time. If a school had AP, IB or Tech Prep programs, they would have been rewarded in that category as long as the ISEE upload included a grade for the course being taken. For schools that utilize Dual Credit, they would not have received the credit which is why we made a point of needing to allow for an appeals opportunity so that districts can get that data in. The coding for dual credit is a new field that is required with the March upload but available under the V2 Templates during the February upload. You can find a list of required fields at <http://www.sde.idaho.gov/site/isee/> under “Required Data Collection Elements 2011-2012.” As mentioned above, districts will have an opportunity to update and correct their data for the first semester and or trimester, and we will be in contact with districts once we establish a process for doing so.
14. **The star rating system uses Student Growth Percentiles (SGP) and Adequate Student Growth Percentiles (AGP) to determine growth. Does the Students Come First Pay-for-Performance plan use AGP or SGP in its calculations? If not, what calculation is being used?**
- a. Yes. Pay-for-Performance under Students Come First is calculated using SGP. The star rating system is based on both SGP and AGP, while the Pay-for-Performance metric is based entirely on SGP and achievement. Therefore, they are not directly connected. A school does not have to have a specific star rating to be eligible for a Pay-for-Performance bonus in either growth or achievement.
15. **How is the star rating system from the ESEA Waiver tied to Pay-for-Performance from Students Come First?**
- a. While the Pay-for-Performance model and the star rating system are both based partially on Student Growth Percentiles, they are not directly connected. You do not have to have a specific star rating to be eligible for Pay-for-Performance. The state Pay-for-Performance shares are based on where a school is in the Growth and Excellence quartiles, not on how many stars they have earned. If the school is in either (or both) the top 75% of schools on the Growth measure, or the top 50% of the Excellence measure, all certificated employees in the building will earn state Pay-for-Performance shares, unless they do not meet local measures set by the local school district. The Pay-for-Performance structure was built prior to the ESEA Waiver opportunity and the creation of the star rating system. We are currently analyzing the relationship between the two and how and if they should be aligned.

16. **Why is our AYP data (% proficient) higher than what is showing in the star rating system?**
- a. As you may recall, Idaho has been using an “indexing” system for AYP for the past few years. In those calculations, basic students are counted as half proficient (0.5) and added to your totals, thus increasing your percent proficient under the AYP system. In the star rating system, the SDE has still accounted for students who were not continuously enrolled using the same business rules we have now. The SDE has also exempted LEP1 and LEP2 students from those calculations, with the goal of exempting LEP3 next year when we have the coding in the ISEE system. However, the percent proficient and advanced is just a straight calculation of those students with the exemptions listed above. As a result, the number will be less unless you did not have any students who were basic or if your basic students were in the LEP2 category.
17. **My school has always made AYP, and now I am a Two-Star School. How can this be?**
- a. AYP was based solely on proficiency. While proficiency is part of the overall equation in the star rating system, the Idaho’s new Accountability Plan now utilizes multiple measures when looking at a school’s performance, including a significant portion of points being assigned to growth and growth to a standard.
18. **Why is Idaho requiring SES and Choice for One- and Two-Star Schools when it is not required?**
- a. The decision to use STS (tutoring) and Choice is a matter of principle. In the lowest-performing schools, many students need additional help. STS and Choice are the only options available to empower families and students with an alternative method of support. It gives them the opportunity for additional assistance or an alternative instructional setting. Without it, they are left to the sole discretion of the school while it is undergoing change. Substantial improvement of a school takes time, and the students and their families cannot afford to wait for the changes to take full effect. The STS and Choice requirements have been limited to the lowest-performing schools. This is a substantial reduction from the Idaho’s previous accountability system. The plan also creates significant flexibility for how to meet the STS and Choice obligations that were previously unavailable to districts. While the old SES model had significant flaws, research does support the need for additional learning time (an element required in the waiver).
19. **Under the ESEA Waiver, are Choice and STS available to all students?**
- a. While we believe in School Choice and STS as options for students, we also recognize the issues inherent to both under the current No Child Left Behind law. In the plan, Choice and STS are limited to the lowest-performing schools in the state (One- and Two-Star Schools), as opposed to all schools in improvement, and are only available for students who are not proficient in core subject areas based on state tests. Idaho has also written significant flexibility into the plan for both the funding and design aspects of both to address capacity and cost issues. A significant change from the NCLB SES model is that it was required in all schools in improvement status, regardless of the severity of a school’s data. Under the new plan, only the lowest-performing schools and districts that have lacked progress for two years are required to offer it. The plan limits the eligibility of students and provides flexibility for when, where, and how the district can deliver STS.

**20. Can school districts serve as their own SES provider?**

- a. The district has significant latitude to design something that meets the needs of students. However, since it is limited to persistently low-performing schools in which districts have already had two years to change the trajectory of performance, districts must put out a request for proposals (RFP) and use standard procurement policies to select at least one external provider that delivers STS services aligned with the district's and school's improvement plans. The state will no longer maintain a list of providers nor expect the district to offer more than one. Rather, the district is expected to exercise sound judgment in the selection process, and the SDE will monitor its plans. If the district does not receive any satisfactory proposals, the district may develop a plan (pending SDE approval) to provide its own STS services. We consider this to be a compromise between making districts offer multiple external provider choices, with the district being just one choice among many, and the fact that the school in question is persistently low-performing. We believe that this provision provides the flexibility districts have requested in the past while still serving the needs of Idaho's students and parents attending low-performing schools.

**21. The waiver says that parents will have the ability to select "any school in the state" as it pertains to school choice. Will my district have to provide transportation for students to travel to any school in the state of Idaho?**

- a. The plan states: "School Choice can be met through the use of the Idaho Education Network and virtual charter schools as well as any public school in the State" (p. 88). The intended audience is the U.S. Department of Education, not parents, per se. The wording is to demonstrate that districts may meet their obligations through multiple means. The sentence does not say, nor does it mean, that parents may choose "any school in the state." Just as with the current requirements regarding School Choice, the district (a) must do its due diligence to offer another school(s) within the district, and (b) if there are no choices within district, it must do its due diligence to find and offer other choices (e.g., virtual charter schools or in neighboring districts that are not in improvement status). Also, as is currently true, other districts are not required to take the student(s), but the district that is required to provide Choice is required to demonstrate that it sought options. The plan includes tremendous flexibility to assist districts in meeting these obligations. For example, it permits the use of the Title I set-aside for non-Title schools to cover the costs and allows courses in core subject areas that are delivered virtually (e.g., via Idaho Digital Learning Academy or other providers over the Idaho Education Network, internet, or other means) by other schools to count as Choice instead of transporting the student elsewhere. The district is required to offer Choice; parents do not get to select choices that are not provided by the district.

**22. How are graduation rates calculated for the star rating?**

- a. To calculate graduation rates, Idaho uses the formula from the National Center for Educational Statistics (NCES). Graduation rate is defined by NCES as the proportion of students who begin in ninth grade and go on to complete twelfth grade with a diploma. Idaho includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma. We will continue to use this formula until 2013-2014 when Idaho will begin reporting graduation rates using a four-year adjusted cohort model that is required by the U.S. Department of Education. This is a current requirement, but Idaho received a waiver until 2013-2014. By 2013-2014, we will have the data needed to report using the four-year adjusted cohort model.

23. **How are Student Growth percentiles (SGP) calculated, and what are the formulas used in that calculation?**

- a. **Student Growth Percentile (SGP)** is a normative measure of academic growth. SGP is the percentile of a student’s 2011 ISAT scale score within a conditional density:

$$\Pr(2011 \text{ ISAT Scale Score} | 2010 \text{ ISAT Scale Score}).$$

Quantile regression is used to estimate the conditional density associated with the student’s 2011 ISAT scale score (Betebenner, 2008). A linear combination of B-spline seven cubic polynomial functions are used as the conditional quantile functions to accommodate non-linearity, heteroscedasticity, and skewness of the distribution (Betebenner, 2008). Given assessment scores for  $t$  occasions, ( $t \geq 2$ ), the  $\tau$ -th conditional quantile for  $Y_t$  based on  $Y_{t-1}, Y_{t-2}, \dots, Y_1$  is given by

$$Q_{Y_t}(\tau | Y_{t-1}, \dots, Y_1) = \sum_{j=1}^{t-1} \sum_{i=1}^3 \varphi_{ij}(Y_j) \beta_{ij}(\tau),$$

where  $\varphi_{ij}$ ,  $i = 1, 2, 3$  and  $j = 1, \dots, t - 1$  denote the B-spline basis functions (Betebenner, 2008). SGP is not correlated with 2010 ISAT scale score; therefore, one cannot make an assumption that a low-achieving student with a SGP of 60 learned as much as a high-achieving student with the same SGP (Betebenner, 2008). Instead, a student with a SGP of 60 has grown as much as 60% of the student’s academic peers, all Idaho students having a similar 2010 ISAT scale score at the same grade level.

**Median Student Growth Percentile** is a median of SGPs within a particular group of interest (i.e. school, minority students within a school, etc). By ordering the SGPs from smallest to largest within the group, denoted by  $x_1, \dots, x_n$ , the sample median is given by

$$\tilde{x} = \begin{cases} \left(\frac{n+1}{2}\right)^{th} \text{ ordered value} & n \text{ is odd} \\ \text{average of } \left(\frac{n}{2}\right)^{th} \text{ and } \left(\frac{n}{2} + 1\right)^{th} \text{ ordered value} & n \text{ is even} \end{cases},$$

where  $n$  is the number of students in the group.<sup>1</sup>

**24. How is Adequate Student Growth Percentiles (AGP) calculated, and what is the formula used in that calculation?**

- a. Adequate Growth Percentile (AGP) is a criterion-referenced measure of academic growth. AGP is calculated based on the coefficient matrices derived from estimating the conditional density described above (Betebenner, 2008). Using the matrices as a look up table, multiple future growth/achievement scenarios are predicted upon 2010 ISAT scale score (Betebenner, 2008). AGP is translated as how much growth is necessary to achieve or keep proficiency within three years or 10th grade, whichever comes first.

Median Adequate Growth Percentile is a median of AGPs for a particular group of interest (i.e. school, minority students within a school, etc). See above for how to obtain a sample median.

**25. What does a student have to score on the SAT for our school to earn five points in the College Entrance/Placement Exam category?**

- a. In addition to the SAT, the SDE will utilize the results from the ACT, ACCUPLACER and COMPASS exams. For each exam, Idaho will establish a benchmark score that has the highest probability that the student will not need remediation in a postsecondary education setting, and the metric will give points for the percentage of students who reach these set benchmarks. For example, the College Board has established that a composite score of 1550 on the SAT indicates an increased probability of success (defined as a freshman average grade of B- or higher) in college. This benchmark will be evaluated to determine the score where students are best prepared for college and professional-technical courses. During summer 2012, representatives of Idaho colleges and universities in partnership with teachers and representatives from Idaho's K-12 public schools will convene to agree upon a set cut score for the ACCUPLACER, ACT and COMPASS tests that will then be taken to the Idaho State Board of Education for approval. If a student takes multiple exams, the higher of the two exam scores will be calculated into the matrix.

**26. How are the advanced opportunities points calculated?**

- a. Advanced Opportunities are calculated based on both the percent of students who completed and the percent of students who earned a grade of C or better on an Advanced Placement (AP), International Baccalaureate (IB), or Dual Credit or Tech Prep course. Eligible students in this category are all public school juniors and seniors. The first measure considers the total number of students eligible for such courses (as defined in IDAPA 08.02.03. 106.02) to be all juniors and seniors and the percent of the eligible students who took one or more courses. The second measure is a cumulative percentage of the number of courses taken by any eligible students who completed a course. If a student takes multiple courses, the higher of the two course grades will be calculated into the matrix.

**27. Will Idaho always have 5% of their schools classified as one-star schools and 10% of their schools classified as two-star schools despite how well they are doing?**

- a. No. The ESEA Waiver application did require states to identify their lowest 5% of schools as Turnaround and Priority Schools and the next lowest 10% of schools as focus schools for the purpose of providing services and interventions. In our application, that equates to 5% classified as One Star Schools and 10% classified as Two Star Schools. This was an initial requirement, but there is no requirement forcing us to maintain this distribution. Our goal as a state would be to move all schools out of the one and two star status and into four and five star status.

28. **When calculating the Advanced Opportunities, does the percent completing advanced opportunities include all of the students enrolled in my high school or only juniors and seniors?**
- a. Only juniors and seniors are used in the calculation of Advanced Opportunities since they are the only students typically eligible to take a majority of the advanced courses being offered due to age qualifications. You can find that information on page 67 of the waiver, directly above Table 12.
29. **If a school makes AYP under current system but comes in as a One or Two Star School during the transition year, which one trumps? Will it be like the transition to indexing where the school gets the better of the two ratings for accountability purposes?**
- a. If a school makes AYP this year and has a One or Two Star Rating, the school wouldn't have any requirements under the old AYP system. Because of this, we are giving them the benefit of the doubt and not requiring anything of them in this initial year under the new system. If they receive a One or Two Star Rating the following year, they would be required to meet the requirement that are outlined for those categories as it would be considered their second year at that level.
30. **Under the ESEA Waiver Application, school districts are only required to offer Choice and STS to use those who qualify. Are those who qualify just those students not proficient and economically disadvantaged? Are districts obligated to notify all parents of STS and Choice or just those who qualify?**
- a. Eligible students are identified as any student not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT. For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for School Choice and STS. It is not limited to economically disadvantaged students. If there is not enough funding to serve all students, school districts would need to prioritize students using economically disadvantaged as a factor. Parent notification for Choice and STS is limited to those students who qualify. For more information, please see Attachment 14 of the Waiver titled Family and Student Support Options.

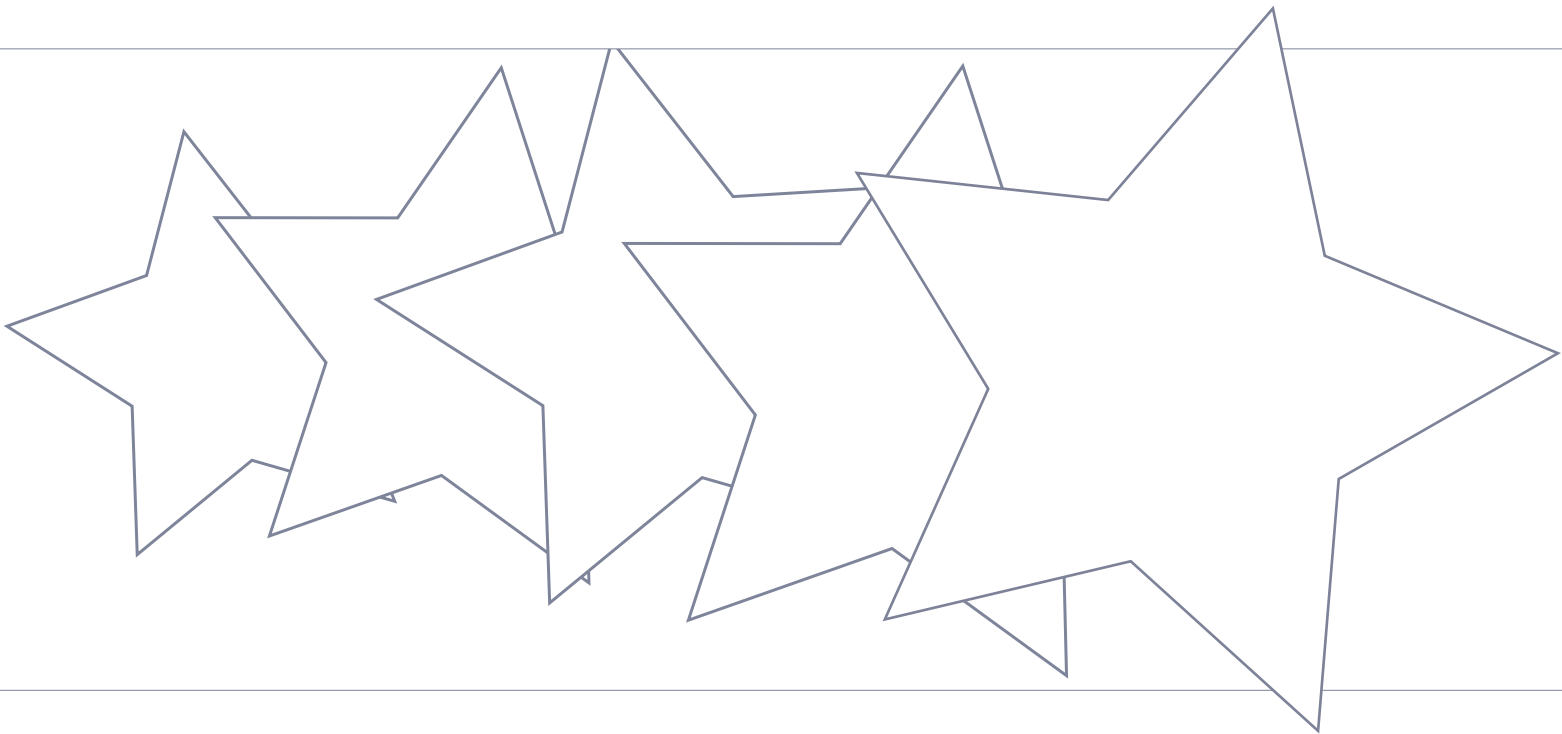
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<sup>1</sup> Betebner, D.W. (2008). Norm- and Criterion-Referenced Student Growth. Retrieved from the National Center for the Improvement of Educational Assessment website:  
[http://www.nciea.org/publications/normative\\_criterion\\_growth\\_DB08.pdf](http://www.nciea.org/publications/normative_criterion_growth_DB08.pdf)

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# UNDERSTANDING THE STAR RATING SYSTEM

This guide outlines how to interpret the Star Rating System accountability information found on the AYP site.



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## Accountability Area 1: Achievement

- This category is a direct reflection of student achievement on the ISAT tests.
  - These scores may look different than your AYP data because basic students are counted as 0.5 proficient for the old AYP system. For the Star System, only students who score proficient or advanced will be included in the calculations.
- To interpret the data presented on this site:
  1. locate your ISAT/ISAT-ALT proficiency percentage
  2. locate your percentage range on the table (which will then show you your total points earned from the total points eligible column).
  3. The Points Earned column on the school page should mirror the points eligible on the table.
    - Repeat for all categories.
  4. Add points and divide by total to see overall percentage.
  5. For the purpose of the star rating system each accountability area is given a set number of points that are different for elementary and high school (there is an adjustment for categories not reported at the elementary level... graduation, etc.).
    - The total points for high schools = 20
    - The total points for elementary = 25
    - The total percentage points earned is then taken and multiplied by the total points to determine total points earned for each area.

ACHIEVEMENT			
Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
Reading	93.1%	4	5
Math	90.8%	4	5
Language	86.7%	4	5

Percentage of points:  
12 / 15 = 80.0%

Total points for this area:  
16 out of 20

**Achievement Points Eligible**

Percent Proficient and Advanced	Points Eligible
95% - 100%	5
84% - 94%	4
65% - 83%	3
41% - 64%	2
≤ 40%	1

**1. Locate your ISAT/ISAT-ALT Proficiency Percentage. (We'll use reading)**

**2. Find percentage range on table (93.1% = 4 points)**

**3. Point values should match. (Yes)**

**4. Add points earned and divide by total to see overall percentage.**

The total points for this area are determined by multiplying the percentage points by the area's total possible points.  
For this example:  
1. The school is a high school = 20 possible area points  
2. The total area points (20) is multiplied by the percentage of points earned (80.0 %) = 16

**NOTE: The Achievement Rate is directly taken from the ISAT/ISAT-ALT scores. (Advanced and Proficient scores only)**



## Accountability Area 2: Growth To Achievement

- Academic growth and academic growth gaps are evaluated based on a normative comparison of how much the typical or median student in the school/subgroup grew compared to his/her academic peers. This is called Median Student Growth Percentile (SGP).
- Growth to Achievement and Growth to Achievement Subgroups are evaluated based on the criterion of whether or not the growth rate is adequate for the typical or median student in the school/subgroup to reach or maintain a performance level of proficient or advanced within three years or by 10th grade, whichever comes first. This is called Median Student Adequate Growth Percentile (AGP).
- The Growth to Achievement and Growth to Achievement Subgroups indicators use two different scoring guides depending on whether or not the median growth percentile of the school or subgroup meets or exceeds the adequate growth needed for that school or subgroup.

GROWTH TO ACHIEVEMENT					
Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	55	1	Yes	4	5
Math	56	2	Yes	4	5
Language	55	3	Yes	4	5
Percentage of points: 12 / 15 = 80.0%					
Total points for this area: 24 out of 30					

**Table 1**  
Adequate Growth Flowchart

**DID THE SCHOOL MEET THE ADEQUATE GROWTH PERCENTILE?  
SGP ≥ AGP?**

Yes, met Adequate Growth Percentile (SGP ≥ AGP)		No, did not meet Adequate Growth Percentile (SGP < AGP)	
Median Student Growth Percentile (SGP)	Points	Median Student Growth Percentile (SGP)	Points
66-99	5	70-99	5
52-65	4	61-69	4
43-51	3	51-60	3
30-42	2	36-50	2
1-29	1	1-35	1

**1. Did your school make adequate growth?**  
(For this example, yes)

**2. What are the Median Student Growth Percentile?** (We'll use reading)

**3. Locate Student Growth Percentile on Chart.** (55 percent=4 points)

**NOTE:** The same method can be used to determine points for categories that did not meet adequate growth using the alternate column.

GROWTH TO ACHIEVEMENT					
Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	55	1	Yes	4	5
Math	56	2	Yes	4	5
Language	55	3	Yes	4	5
Percentage of points: 12 / 15 = 80.0%					
Total points for this area: 24 out of 30					

Percentage of points are the total points earned divided by the total points eligible.  
The total points for growth for achievement are listed here.

ADDITIONAL SIMPLIFIED EXAMPLE:

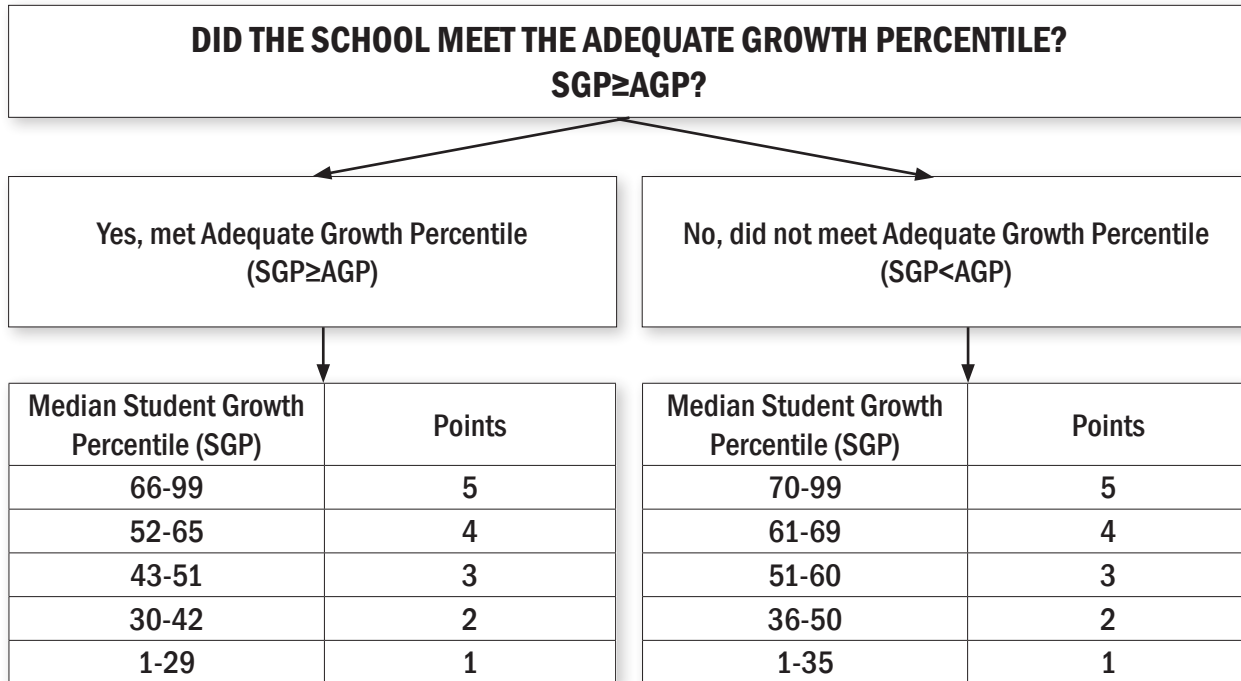
Here is a very simplified example of how SGP and AGP work. Say the state of Idaho only has eight 4th graders, and your school has three of them: Jonny, Sally, and Mike.

Name	ISAT Reading 3rd	ISAT Reading 4th
Jonny	179	192
Sally	202	233
Mike	202	200
Kim	202	264
Sue	179	194
Tom	179	180
Sammy	160	194
Joe	255	255

To calculate Jonny’s SGP for Reading, you look at his academic peers, Sue and Tom. They performed similar to Jonny on the 3rd grade ISAT Reading. When looking at Jonny’s 4th grade ISAT Reading scale score, 192, you notice that it is higher than Tom’s score (180) but lower than Sue’s score (194). Jonny performed better than 50% of his academic peers; therefore Jonny’s SGP is 50. Similarly, Sally received a SGP of 50 and Mike received a SGP of 17. Your school’s median SGP would be 50.

With a scale score of 179, Jonny is below basic. He needs to achieve a scale score of 208 or higher on the 6th grade ISAT reading test in order to be proficient within 3 years. Using our state-level data, we predict that Jonny’s growth percentile needs to be 58 over the next three years to achieve proficiency; therefore, Jonny’s AGP is 58. Because Jonny’s growth percentile was only 50 this year, he is not making enough growth to meet his three year target. Therefore, we determine that Jonny did not “make adequate growth”.

Remember that Jonny, Sally, and Mike are also in your school. Sally is already proficient in reading with a scale score of 202, and say her AGP = 10 percentile to maintain this proficiency status for the next three years. Similarly, Mike received an AGP of 10. Your school’s median AGP is 10. Because your school’s median SGP is bigger than your school’s median AGP, your school “made adequate growth”. Your school will receive 3 points based on the following chart.



Name	SGP	AGP	Made Adequate Growth?
Jonny	50	58	No
Sally	50	10	Yes
Mike	17	10	Yes
<b>School Median</b>	<b>50</b>	<b>10</b>	<b>Yes</b>

## Accountability Area 3: Growth To Achievement Subgroups

- Growth to Achievement, as stated previously, is also broken down by subgroups. The example below is for a school with subgroups.

GROWTH TO ACHIEVEMENT - SUBGROUPS						
	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible	
<b>Reading</b>						
Free/Reduced Lunch	49	3	Yes	3	5	
Students With Disabilities	69	23	Yes	5	5	
Limited English Proficiency	49	86	No	2	5	
Minority Students	52	2	Yes	4	5	
<b>Math</b>						
Free/Reduced Lunch	51	5	Yes	3	5	
Students With Disabilities	81	69	Yes	5	5	
Limited English Proficiency	50	87	No	2	5	
Minority Students	53	7	Yes	4	5	
<b>Language</b>						
Free/Reduced Lunch	45	30	Yes	3	5	
Students With Disabilities	57	69	No	3	5	
Limited English Proficiency	23	94	No	1	5	
Minority Students	35	22	Yes	2	5	
Percentage of points:						
37 / 60 = 61.7%						
Total points for this area:						
12 out of 20						
Growth to Achievement for Subgroups is the same as for the overall category. The total points are then added and presented at the bottom of the page. NOTE: You can make it in some categories and not in others						

- However, if a school does not have enough students (25) in all four subgroups, the subgroup categories will be rolled into one group which will be reported in the following fashion:

GROWTH TO ACHIEVEMENT - SUBGROUPS					
Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible	
Reading	44	27	Yes	12	20
Math	38	38	Yes	8	20
Language	51	47	Yes	12	20
Percentage of points: 32 / 60 = 53.3%					
Total points for this area: 13 out of 25					

1. Median Growth Percentile is used to find points earned.

You will locate the points eligible that correspond with your SGP to determine points earned.

Point earned is found (for this example= 3)

2. Because this number represents 4 subgroups, you multiply the points earned by 4.

(for this example  $3 \times 4 = 12$ )

3. Points eligible are also multiplied by 4 so that the total will equal 20 for each category. (for this example take the 5 point eligible for each category and multiply it by 4 to equal 20 )

## Accountability Area 4: Post Secondary And Career Readiness

NOTE: The Post Secondary and Career Readiness accountability area is broken down into two categories (for now): Graduation Rate (50%) and Advanced Opportunity (50%). Starting next year, we will add the third category: College Entrance Placement Exams. Once the third category is established, each category will be valued at 33.33% of the total area points.

### ADVANCED OPPORTUNITIES

- Advanced Opportunities includes both the percent of students who completed and the percent who earned a grade of C or better on an Advanced Placement (AP), International Baccalaureate (IB), or dual credit or tech prep course.
- Eligible students in this category are all public school juniors and seniors. The first measure considers the total number of students eligible for such courses (as defined in IDAPA 08.02.03.106.02) to be all juniors and seniors and the percent of the eligible students who completed one or more courses.
  - As a note, percent completing advanced opportunity is the number of students that completed a course with a grade A through F divided by the number of eligible students. You must have reported the students on your ISEE report. You may appeal any students that were not included during the appeal window.
- The second measure is a cumulative percentage of the number of courses taken by any eligible students who completed a course with a grade of C or better. If a student takes multiple courses, the higher of the two course grades will be calculated into the matrix.

POST SECONDARY		
Content Area	Points Earned	Points Eligible
Graduation Rate ( 96.0% )	5	5
Advanced Opportunity	5	5
Percentage of points: 10 / 10 = 100.0%		
Total points for this area: 30 out of 30		

The Advanced Opportunity information is pulled directly from ISEE. That percentage is then converted to points using the below table

Advanced Opportunities Eligible Points					
Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50% - 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

GRADUATION REQUIREMENTS

- Graduation Requirements
  - Idaho's graduation rate goal is 90%.
  - The data presented is the same data reported for the 2011 AYP.

COLLEGE ENTRANCE/PLACEMENT EXAMS

- The College entrance/placement exams category will be added once data had been reported.

POST SECONDARY		
Content Area	Points Earned	Points Eligible
Graduation Rate ( 96.0% )	5	5
Advanced Opportunity	5	5
Percentage of points: 10 / 10 = 100.0%		
Total points for this area: 30 out of 30		

PARTICIPATION

Was 95% participation met? Yes

To determine the Graduation Rate Eligible Points, take your reported graduation rate, find the range and then find the associated points.  
For the example school, they had a rate between 90%-100%, so their points eligible =5

Participation is directly pulled from the ISAT and ISAT-ALT.  
If you did not make participation, you will automatically lose 1 star rating.  
The example school met participation; therefore, they will not lose a star.

Graduation Rate Eligible Points	
Graduation Rates	Points Eligible
90% - 100%	5
81% - 89%	4
71% - 80%	3
61% - 70%	2
≤ 60%	1

## Accountability Area 5: Participation

- All schools and districts must have at least a 95% participation rate on the ISAT/ISAT-Alt for all of their students (including all subgroups) or the Star Rating for the school or district will drop by one star.
- The participation data is taken directly from the ISAT/ISAT-ALT tests.

## THE FINAL RATING

- Every section is totaled and presented in the Overall Star Rating Area.
- The number of stars are determined using the following scale:

The screenshot shows a web interface for 'Star Results for Your School Name Here'. It includes navigation links for COMMUNICATION, RESOURCES, DATA COLLECTION, and ADMINISTRATORS. A callout box highlights the 'Overall Rating: This is the School's Star Rating' as '4 Star' with '82 out of 100 points'. Below this is an 'ACHIEVEMENT' table with columns for Content Area, Percent Proficient / Advanced, Points Earned, and Points Eligible. The table shows data for Reading (93.1%, 4 points earned), Math (90.8%, 4 points earned), and Language (86.7%, 4 points earned). Summary statistics at the bottom indicate a percentage of points of 12/15 = 80.0% and total points for this area of 16 out of 20.

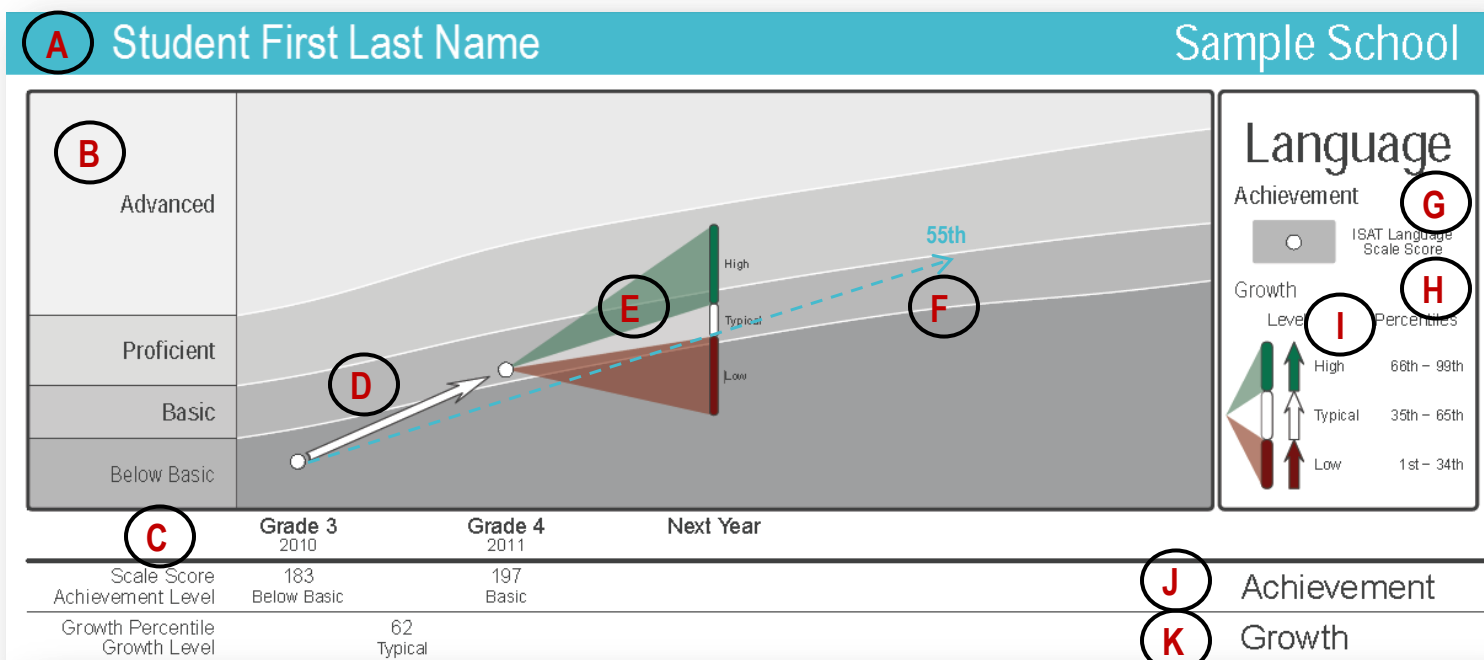
Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
Reading	93.1%	4	5
Math	90.8%	4	5
Language	86.7%	4	5

Percentage of points:  
12 / 15 = 80.0%

Total points for this area:  
16 out of 20

Star Rating	Total Point Range
★ ★ ★ ★ ★	83-100
★ ★ ★ ★	67-82
★ ★ ★	54-66
★ ★	40-53
★	<39

# April 5, 2012 How to Read Student Growth Report



- A. Displays the student's name and school in which the student had been continuously enrolled in SY 2010-2011
- B. Lists the proficiency level
- C. Displays the student's grade and school year
- D. Student Growth Percentile (SGP) is represented by the arrow between the two white circles, refer to I.
- E. Displays the projected growth levels necessary to earn proficiency next year
- F. Adequate Growth Percentile (AGP) is represented by the dotted line (display coming late 2012)<sup>1</sup>
- G. Displays the subject
- H. Scale score is represented by the white circle (○)
- I. In the state of Idaho, the green growth arrow is considered high growth; white is typical; and red is low, refer to D.
- J. Displays the student's scale score and proficiency level
- K. Displays the student's growth percentile and growth level

### Scale Score and Proficiency Level

Scale scores provide a measure of achievement that allows for valid comparisons across students within the same grade and subject. The scores are grouped into four proficiency levels.

### Growth Percentile

Student Growth Percentile (SGP) provides a norm-referenced measure of academic growth by comparing the student's scale score to that of the student's "academic peers." all Idaho students being tested in the same grade-level subject and having a similar ISAT scale score in that subject prior to the current year. The student must have two consecutive years of test results and should not have been retained or have skipped a grade in order to receive a growth percentile.

Adequate Growth Percentile (AGP) provides a criterion-referenced measure of academic growth by predicting how much growth is necessary to keep or achieve proficiency in three years or by 10<sup>th</sup> grade, whichever comes first.

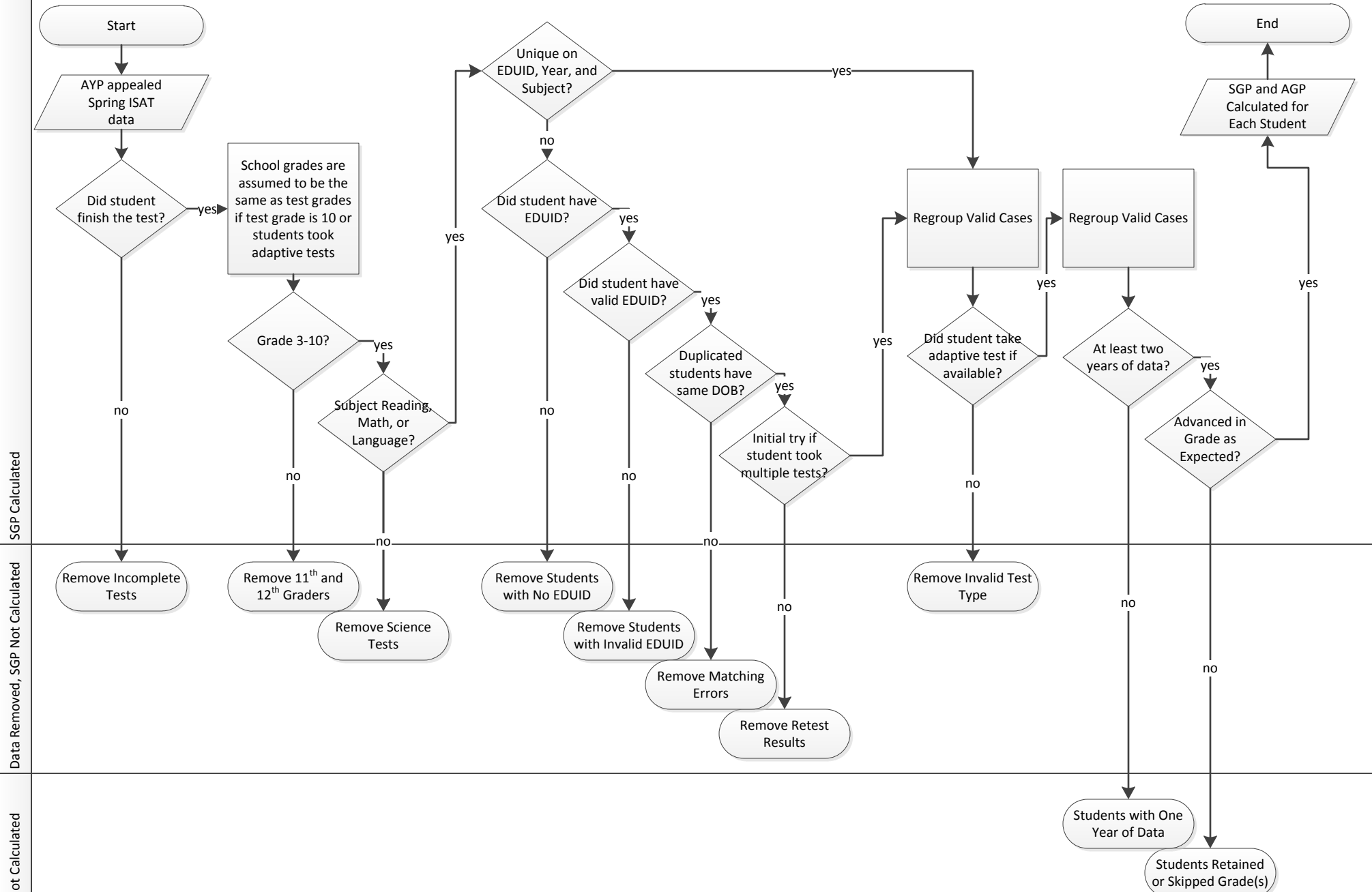
### Interpretation of Chart

This student's scale score was 183 (Below Basic) on third grade ISAT Language in 2010 and 197 (Basic) on fourth grade ISAT Language in 2011. The student made 62 percentile growth between 2010 and 2011, which is considered typical growth. Therefore, the student has grown as good as or better than 62% of his/her academic peers in the area of language. The student needs to obtain high growth (SGP ≥ 66<sup>th</sup> percentile) next year in order to achieve proficiency in fifth grade ISAT Language. From the student's third grade score, it was projected that the student needs to earn at least 55<sup>th</sup> percentile growth every year for the next three years to achieve proficiency in sixth grade ISAT Language. Because the student made adequate growth this year (SGP ≥ AGP), the student is on the right track to achieve proficiency by 2013.

<sup>1</sup>AGPs are calculated for reporting purposes but have not been displayed on this report (coming late 2012).



Individual SGP and AGP Calculation



SGP Calculated

Data Removed, SGP Not Calculated

SGP Not Calculated

ESEA Waiver  
 Rewards and Sanctions  
 Summary Chart for Schools

Schools	Five Star	Four Star	Three Star <sup>*</sup>	Two Star <sup>†</sup>	One Star
<b>Recognition &amp; Rewards</b>	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
<b>WISE Tool</b>	Optional (Continuous Improvement Plan)	Optional (Continuous Improvement Plan)	Continuous Improvement Plan	Rapid Improvement Plan	Turnaround Plan
<b>Statewide System of Support Services</b>	Optional	Optional	Optional	Participation Required	Participation Required
<b>Family and Student Support Options</b> <ul style="list-style-type: none"> <li>• Supplemental Tutoring Services</li> <li>• School Choice</li> </ul>	Optional	Optional	Optional	Must provide for eligible students	Must provide for eligible students
<b>Professional Development Set-Aside</b>	Optional	Optional	Optional	Required 10% of school Title I funding allocation NOTE: <i>This amount may aggregate into the District 10% set-aside</i>	Required 10% of school Title I funding allocation NOTE: <i>This amount may aggregate into the District 10% set-aside</i>
<b>State Funding Alignment Requirements<sup>‡</sup></b>	No additional requirements	No additional requirements	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds

\* Three, four, and five three star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.

† One and two star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.

‡ State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining 1 and 2-year teacher contracts. Further inclusion in the plans includes a provision for focus on the teacher and administrator evaluation plans and how parental input will be included.

**April 5, 2012**

**Transitional Period  
School Improvement Requirements**

<b>NCLB Status 2012-2013</b>	<b>Star Rating for 2012-2013</b>			
	<i>Five or Four Stars</i>	<i>Three Star</i>	<i>Two Star</i>	<i>One Star</i>
<b>School Improvement (SI) Year 1</b>	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan School Choice	Continuous Improvement Plan School Choice
<b>SI Year 2</b>	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan School Choice STS	Continuous Improvement Plan School Choice STS
<b>Corrective Action (SI Year 3)</b>	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan	Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan
<b>Restructuring Year 1: Planning (SI Year 4)</b>	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan School Choice STS State Funding Alignment Plan	NCLB Restructuring Plan School Choice STS State Funding Alignment Plan
<b>Restructuring Year 2 (or beyond): Plan Implementation (SI Year 5+)</b>	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan	NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan

Transition Period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. The existing NCLB improvement timeline will continue to be in place until spring 2013. However, an initial Star-Rating will be available to schools and districts in late summer 2012. Therefore, there will be a transition period in which schools have labels under two systems. In order to provide clarity of the requirements for 2012-2013, the following table details how the requirements of the two systems will integrate for a one year period. The table explains what each level of NCLB School Improvement Status is required to do depending on the star rating earned at the end of 2011-2012. The requirements balance the new and old systems to alleviate burden where possible and maintain strong accountability where performance is low.