PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 17, 2020

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE

SUBJECT

Initiatives and Priorities

BACKGROUND/DISCUSSION

The Planning, Policy and Governmental Affairs Committee (Committee) is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee develops and recommends to the Board future planning initiatives and goals. It advises the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

In addition to the general responsibilities outlined herein, pursuant to the Board's Governing Policies and Procedures and By-laws, the Committee is responsible for making recommendations to the Board in the following areas:

- Long range planning and coordination;
- Initial discussions and direction on strategic policy initiatives and goals;
- Legislative proposals and administrative rules for Board agencies and institutions;
- Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
- Other matters as assigned by the Board.

The Committee is responsible for bringing forth the Board's K-20 strategic planning and performance reporting efforts and the subsequent strategic plan alignment of the institutions and agencies under the Board, including assuring conformance with the State strategic planning requirements. Based on the timeline identified in the Board's annual planning calendar, the Board's annual legislative agenda is set through the legislative ideas, legislative language, and administrative rules brought to the Board through the Committee. In addition to these annual items, the agencies under the Board's governance, as well as the Board's Indian Education Committee, Accountability Oversight Committee, and Data Management Council bring forward recommendations and requests to the Board through the Committee. This work also includes policy recommendations from outside Work groups like the

previous Governor's Task Force or ongoing initiatives like the Educator Pipeline work.

IMPACT

This report will provide a brief summary of what the Committee is working on in the near future and provide the Board with an opportunity to give input on priority areas.

ATTACHMENTS

Attachment 1 – Planning, Policy and Governmental Affairs Committee Initiatives and Priorities
Attachment 2 – State Board of Education Annual Planning Calendar - Excerpt

STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a summary of larger initiatives the committee is working on and annual items that come through the committee. Attachment 2 is an excerpt including the timeline when annual items such as the strategic planning, legislation, and administrative rules come to the Board through the Committee. The time lines for final strategic plans, legislative ideas and legislation, and rules are subject to time lines set by the Division of Financial Management.

BOARD ACTION

This item is for informational purposes only.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE

Long-term Initiatives and Priorities

Learning Loss – How to identify/measure and mitigate learning loss due to the COVID-19 Pandemic. Work in this area will identify:

- ways school districts can identify or measure the loss in learning students have experienced due to the disruptions in education caused by the pandemic;
- strategies for mitigating the effects of the learning loss;
- state policy amendments to incentivize or help facilitate the local education agency work on mitigating learning loss; and
- funding and other resources needed to support local education agencies work to mitigate learning loss. (FY 22 Appropriation/2021 Legislative Session).

Educator Effectiveness, Preparation, Professional Development, and Pipeline – This work was started with the Board's/Idaho's participation in the Network for Transforming Educator Preparation in 2013 and encompasses: the annual educator pipeline work and development of the annual educator pipeline report; educator preparation program quality standards/metrics adopted by the Board and subsequent annual report; educator preparation program/certification standards; and expansion of professional development resources (2012/2013 K-12 Task Force Recommendation Adopted by Board). New areas include work around teaching and learning in a remote environment. Educator effectiveness and preparation are impacted through three areas the Board uses for setting statewide policy:

- Board Governing Policies and Procedures (public educator preparation programs only);
- Administrative Code (preparation program standards – public and private programs, and certification requirements) – subject to annual timeline
- Idaho Statute (Minimum state requirements for certification, Board approval of programs, etc.) – subject to annual timeline

K-12 Task Force Recommendations (2012/2013 and transition to 2019 Task Force) – This work includes moving forward/completing the original K-12 Task Force recommendations adopted by the Board and the 2019 K-12 Task Force (Our Kids, Idaho's Future) recommendations adopted by the Board:

- 2012/2013/2014 Recommendations (this is a partial list of ongoing items)
  - Mastery Based Education System
  - Idaho Core Standards – Maintain rigorous content standards
  - Literacy Proficiency
  - Accountability system based on student outcomes
  - LEA strategic planning, assessment, and continuous improvement
  - Statewide electronic and site-based collaboration system/ Mentoring/ Ongoing Job-embedded Professional Learning/ Professional Development (including training and development of school administrators, superintendents, and school boards)/ Improved education preparation

- 2019 Recommendations (adopted February 2020)
  - Statewide Accountability: Focusing Our Efforts on K-3 Literacy
  - Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement
  - Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators
  - Addressing Social and Emotional Issues to Support Student Learning
  - Strategic Alignment and Increased Flexibility in K-12 Funding Formula

Postsecondary Task Force Recommendations – K-20 Guided Pathways - This effort encompasses the task force recommendations that were adopted by the Board and assigned to the committee, including:

- Consolidation of governmental affairs directors' efforts for a more coordinated and effective approach to advocating for postsecondary education with the Legislature;
- Updates to the strategic plan around the 60% educational attainment goal and transitioning from a population goal to institution production targets to meet the workforce need;
- Structural change aligning K-12 and postsecondary, including college and career advising, graduation requirement, and guided pathways (P-20).
- Workforce Development Task Force recommendation related to career technical education.

P-20W SLDS and Data Dashboard – Enhanced education data transparency and access. Continue buildout of public-facing data dashboard that allows state policy makers, parents, students, school administrators, and institution staff access to reports produced using data collected in the statewide longitudinal data system. This includes implementation of the Ad-hoc legislative workgroup data elements. Included in K-20 strategic plan in 2016 and ongoing.

Career Technical Education Workgroup Recommendations (Adopted February 2020)

State and Federal Accountability – This work is tied to the earlier K-12 task force work mentioned above, the development of the current statewide accountability framework and the evaluation and updating of the state's accountability system. This work encompasses not only the accountability framework and aligned Federal State Consolidated Plan, but also considerations regarding state graduation requirements and the state's comprehensive assessment system.

Annual Policy and Strategic Planning Considerations

- Administrative Rules – Negotiated Rulemaking used to set state education policy (has the force and effect of law), goes to the legislature to accept or reject each year at the end of the cycle.
- Legislative Ideas/Legislation – Statewide education policy submitted to the legislature through the executive agency legislative process.
  - Legislative Ideas approved in June

  - Legislation approved in August
- Strategic Planning and Performance Measure Reporting – Sets Board/State K-20 Education Goals and measures performance towards meeting those goals (subject to statutory requirements and Division of Financial Management timelines).
- Board Governing Policies and Procedures – Used to set ongoing requirements for the institutions and agencies under the Board's governance and oversight. Those areas of policy that do not reside in Section II, Human Resources Policies and Procedures, Section III, Postsecondary Affairs, or Section V, Financial Affairs. All other sections go through Committee.

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Master Planning Calendar (Updated August 2019)

Month	Strategic Planning	Performance Reporting	Budgeting	Administrative Rules/Legislation	Communications
Jan	Agencies and Institutions start updating their strategic plan based on SBOE guidance and strategic plan.	The SBOE reviews NWCCU accreditation results as available.	Board presents budget to the legislature	Rules and legislation are presented to the legislature	SBOE presentations to JFAC OSBE distributes annual Fact Book to legislators OSBE Financial Aid/FAFSA Awareness
Feb	Board approves K-20 Education Strategic Plan Agencies and institutions submit their strategic plans to the PPGA Committee for review and discussion prior to April Board meeting submittal.		Line item categories are developed and reviewed by the Presidents' Council and the BAHR Committee		OSBE presentation to germane committees
Mar	Agencies and Institutions finalize their strategic plan updates for submission to the SBOE prior to **April** agenda cutoff.	Institutions and agencies revise performance measures and benchmarks to align with strategic plan. **Early-April** agencies and institutions submit proposed performance measures/benchmarks (including continued use of current measures, if appropriate) for review/approval by OSBE. (Note: These measures are for the fiscal year beginning July 1 of the previous year)			
Apr	SBOE reviews and approves updated institution and agency strategic plans OSBE/SBOE receives final DFM strategic plan guidance	SBOE/OSBE receives final DFM performance reporting guidance (for agencies and institutions). SBOE reviews and approves agency and institution proposed performance measures and benchmarks through strategic plan approval.	SBOE is briefed on next FY legislative appropriations as it impacts education agencies and institutions. SBOE approves line item categories for the institutions.	SBOE is briefed on new legislation as it impacts education agencies and institutions. OSBE meets with institution government affairs directors regarding impact of legislation and off-session legislative strategy	

Month	Strategic Planning	Performance Reporting	Budgeting	Administrative Rules/Legislation	Communications
May	SBOE Conducts SBOE Governed institutions Presidents evaluations SBOE reviews self-assessment and makes recommendations for improvements. Executive Director Conducts Agency Heads evaluations.			Agencies and institutions submit legislative ideas for PPGA Committee review and recommendation to Executive Director.	
Jun			OSBE provides MCO budget guidelines and templates to the agencies and institutions for submission (prior to **August** Board agenda deadline). BAHR provides guidance on submitted line items to institutions and agencies prior to submittal of line items for SBOE action in August.	PPGA reviews and provides guidance to Executive Director on proposed agency and institution legislative ideas. OSBE/Executive Director submits legislative ideas to DFM prior to the required **July 12** deadline.	SBOE staff meets with legislators in Eastern Idaho (Idaho Falls)
Jul	OSBE submits SBOE approved agency and institution strategic plans (revised if required by the Board) to DFM by the **July 1** deadline.		Agencies and institutions submit estimated MCO budget to OSBE prior to **August** Board agenda deadline.	New legislation from prior session takes effect July 1. Department of Administration publishes proposed rules and 21 day review period is commenced. Governor's Office and DFM review legislative ideas. OSBE begins development of approved legislative ideas into draft legislation (as appropriate) for consideration at August Board meeting. Legislative language submitted by **August** agenda cutoff.	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Month	Strategic Planning	Performance Reporting	Budgeting	Administrative Rules/Legislation	Communications
Aug		Agencies and institutions submit agency and institution performance reports to OSBE in **early-August**. Performance Measure reports include Board required system wide performance measures and performance measures approved from the strategic plans. OSBE submits agency and institution performance reports to DFM by the required **August 30** deadline.	-SBOE reviews and approves final budget request for next FY. -Draft budget request input to DFM automated system (by agencies and institutions) with a copy of supporting materials sent to OSBE. -OSBE reviews agency and institution budget submissions to ensure compliance with SBOE guidance. In **late-August** all budget documents returned to OSBE for final submission to DFM and LSO. DFM Deadline for submittal August 30	Board approves any proposed administrative rules. August 30 last day to submit proposed legislative ideas for next session to DFM/Admin Rules Proposed legislation is approved by SBOE. Proposed (final draft) legislation is due to DFM **August 16**.	SBOE staff meets with legislators in Southern Idaho (Twin Falls) and Eastern Idaho (Pocatello) OSBE begins planning for annual Fact Book
Sep	SBOE conducts self-assessment.		Final budget requests forwarded to DFM and LSO by **September 1st** deadline.	Department of Administration publishes proposed rules and 21 day review period is commenced.	OSBE planning for College Application Week
Oct		SBOE reviews performance data from institutions and agencies for the previous year. Review forms the basis for revising strategic plan.	Authorized budget request revisions due to DFM October 30	DFM forwards legislation to LSO by **mid-October**. Board approves Pending Rules, modifications are made based on public comment.	SBOE staff meets with legislators in North Idaho (Lewiston/Moscow)
Nov	Staff develops and finalizes the annual update to the strategic plan.	OSBE updates performance measures to align with the Board's strategic plan.		-Proposed legislation in bill format returned by LSO to OSBE for review and final changes. -Pending rules not approved in October are approved. (Special Board Meeting). Pending rules are submitted to the legislature for consideration. Temporary rules take effect when approved by the Board.	OSBE annual College Application Week

Month	**Strategic Planning**	**Performance Reporting**	**Budgeting**	**Administrative Rules/Legislation**	**Communications**
				Pending rules take effect at the end of the legislative session. November 29 final date for submitting pending rules to DFM/Admin rules for consideration during next session.	
Dec				**Early-December** is the final date for changes to bills (legislative proposals). Bills with substantive changes are resubmitted to SBOE for final approval at special Board meeting if needed..	SBOE staff meets with legislators in North Idaho (Coeur d'Alene) OSBE finalizes annual Fact Book OSBE coordinates with institutions on JFAC presentations

SUBJECT

Amendment to Board Policy I.T. Title IX and Board Policy III.P. Students – Second Reading

REFERENCE

April 2016	The Board approved the first reading of Board Policy I.T. Title IX and a second reading of III.P Students.
June 2016	The Board approved the second reading of Board Policy I.T. Title IX and discussed the institutions providing additional information regarding their compliance with the new policy requirements and their internal appeal processes at a future Board meeting.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P. limiting appeals related to Title IX claims to procedural appeals.
February 2017	Board approved second reading of proposed changes to Board Policies I.T. and III.P.
June 2017	Board approved first reading of proposed changes to Board Policies I.T. and III.P. providing clarification to the procedural appeals process at the request of Boise State University.
August 2017	Board approved second reading of proposed changes to Board Policies I.T. and III.P.
October 2020	Board approved first reading of proposed amendments to Board Policies I.T. and III.P. aligning the polices to Federal Title IX guidance and limiting the ability for appeals regarding Title IX to be made to the Board.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.T.
Idaho State Board of Education Governing Policies & Procedures, Section III.P.
20 U.S.C. § 1681 (Title IX)
34 C.F.R. Part 106
85 Federal Register 30026

BACKGROUND/DISCUSSION

On May 19, 2020, the U.S. Department of Education published in the Federal Register final rules implementing Title IX's prohibition on discrimination on the basis of sex as they relate to an institution's obligation to respond to reports of sexual harassment. The final rules went into effect on August 14, 2020. Per the notice published in the Federal Register, "The final regulations specify how recipients of Federal financial assistance covered by Title IX, including elementary and secondary schools as well as postsecondary institutions, (hereinafter collectively referred to as "recipients" or "schools"), must respond to allegations of sexual harassment consistent with Title IX's prohibition against sex discrimination. These regulations are intended to effectuate Title IX's prohibition against sex

discrimination by requiring recipients to address sexual harassment as a form of sex discrimination in education programs or activities. The final regulations obligate recipients to respond promptly and supportively to persons alleged to be victimized by sexual harassment, resolve allegations of sexual harassment promptly and accurately under a predictable, fair grievance process that provides due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims."

After a review of the Board's existing policies relating to Title IX, attorneys for the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College determined that two Board policies need to be amended to remain consistent with Title IX regulations and guidance from the U.S. Department of Education and to not conflict with the new regulations. The attorneys for all four institutions have reviewed and support the proposed amendments.

In addition to the amendments to bring Board Policy I.T. into alignment with the new Title IX regulations, the institutions have proposed an additional amendment to Policy I.T. which would prevent students from appealing matters involving Title IX to the Board under Board Policy III.P.19.

IMPACT

The proposed amendments, if adopted, will bring Board policy into compliance with the new Title IX Regulations and limit the ability for students to appeal to the Board on issues related to Title IX violations.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy I.T. – Title IX
Attachment 2 – Proposed Amendments to Board Policy III.P – Students

STAFF COMMENTS AND RECOMMENDATIONS

There were no comments received between the first and second reading of the proposed policy amendments. No changes have been made between the first and second readings of the two policies.

BOARD ACTION

I move to approve the second reading of the amendments to Board Policy I.T. Title IX, as provided in Attachment 1, and Board Policy III.P. Students, as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: T. Title IX

~~August 2017~~December 2020

1. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "Institutions").

   Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. ~~Sec.~~ Part 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of discrimination on the basis of sex, including sexual harassment~~,~~ as defined in 34 C.F.R. § 106.30, and retaliation, as defined in 34 C.F.R. § 106.71.~~including sexual violence and gender-based harassment.~~

   ~~Sexual violence includes sexual intercourse without consent, sexual assault, and sexual coercion. Prohibited gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.~~

   This Policy is intended to supplement, not duplicate, the Title IX regulations in 34 CFR Part 106 addressing allegations of sexual harassment. ~~guidance from the federal Department of Education's Office of Civil Rights ("OCR") for Institutions regarding their compliance with Title IX, specifically in regard to sexual harassment or sexual violence.~~ Institutions should go beyond the requirements of this policy as necessary to address Title IX issues unique to individual campus populations so that students are able to fully receive the benefits of educational programs.

2. Institution Title IX policies.

   Each institution shall publish its Title IX policies and procedures for students, staff and faculty. Such policies and procedures shall be updated as necessary and appropriate to comply with Title IX and guidance from the U.S. Department of Education's Office of Civil Rights (OCR). Title IX coordinators shall be involved in the drafting and revision of such policies to ensure compliance with Title IX. If an institution is represented by legal counsel, its attorney also shall review the institution's policies for compliance with Title IX and OCR guidance. Policies shall clearly describe the process for resolving alleg ations of sexual harassment~~ed violations of Title IX~~.

3. Notification of institution Title IX policy and resources.

Notification of an institution's Title IX policy and resources shall be readily accessible. Institutions shall ensure that the notices of nondiscrimination on the basis of sex required by Title IX are placed prominently on their website home pages, in addition to the placement of notices in offices where students receive services, and included in printed publications for general distribution. Webpage notices shall include easily accessible links to all applicable institution policies as well as a clear and succinct direction regarding:

- reporting allegations of sexual harassment~~Title IX violations~~ or discrimination on the basis of sex
- supportive measures~~accommodations and services~~ available for complainants and respondents in cases in which the institution has actual knowledge of a report of sexual harassment
- the investigation and hearing process, including appeal rights, and all applicable time frames
- the institution's Title IX coordinator, including the Title IX coordinator's name and contact information

4. Title IX Coordinators.

   Each institution shall designate a Title IX Coordinator who shall be an integral part of an institution's systematic approach to ensuring Title IX compliance. Title IX coordinators shall have the institutional authority and resources necessary to promote an educational environment that is free of discrimination on the basis of sex, which includes stopping any harassment and preventing any reoccurring harassment, as well as the authority to implement supportive measures~~accommodations~~ during an investigation to restore or preserve equal access to the institution's education program or activity, protect the safety of all parties or the institution's educational environment, or deter sexual harassment. ~~so that the complainant does not suffer additional effects of the sexual discrimination or violence.~~

   Institutions are encouraged to facilitate regular communication between Title IX coordinators in order for them to share best practices and training resources.

5. Education of Students and Training to Prevent Sexual Violence.

   Institutions shall implement evidence informed strategies that seek to prevent sexual harassment, sexual assault, gender based violence and high-risk activities, including alcohol education programming and other student outreach efforts (e.g. bystander education programming). Data shall be collected from an institution's constituency on a regular basis to evaluate and improve on the institution's efforts to prevent sexual discrimination.

6. Education of parties receiving or adjudicating allegations of sexual harassment~~Title IX complaints~~.

All employees shall receive training pertaining to Title IX and the institution's Title IX policy. Employees likely to witness or receive reports of sexual harassment ~~and sexual violence~~ shall receive enhanced training which, at a minimum, includes the requirements of Title IX, the proper method for reporting sexual harassment ~~and sexual violence~~, and the institution's responsibilities for responding to reports of sexual harassment ~~and sexual violence~~. Institution employees who will likely require enhanced training include: Title IX coordinators, campus law enforcement personnel, student conduct board members, student affairs personnel, academic advisors, residential housing advisors, and coaches. All employees who learn of an allegation of sexual harassment, ~~including sexual violence and gender-based harassment,~~ (and are not required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors) are required to report it to the Title IX coordinator within 24 hours.

Fact finders and decision makers involving resolution of allegations of sexual harassment~~Title IX violations~~ shall also have adequate training or knowledge regarding sexual assault, including the interpretation of relevant medical and forensic evidence.

Institutions shall also comply with the training requirements in 34 C.F.R. § 106.45(b)(1)(iii).

7. Investigation and resolution of allegations of sexual harassment~~Title IX violations~~

An institution's response to allegations of sexual harassment shall in all respects comply with the requirements of 34 C.F.R. Part 106. An institution's policy shall require the decision maker to use a preponderance of the evidence standard in determining whether the respondent committed the alleged sexual harassment ~~take immediate steps to protect a complainant in the educational setting. Individuals reporting being subjected to sexual violence shall be notified of counseling and medical resources, and provided with necessary accommodations such as academic adjustments and support services, and changes to housing arrangements. In some come cases, a complainant may need extra time to complete or re-take a class or withdraw from a class without academic or financial penalty. Institutions shall not wait for the conclusion of a criminal investigation or proceeding before commencing a Title IX investigation.~~

~~Institution Title IX policies shall include a prompt and equitable process for resolution of complaints as early as possible in order to effectively correct individual or systemic problems. Both the complainant and the respondent shall be provided an opportunity to explain the event giving rise to the complaint. Once an institution has completed its investigation report, both the complainant and the respondent shall be given an opportunity to review the report and to provide a written response to it within a~~

~~reasonable amount of time. All timeframes shall be clearly communicated with the parties and regular status updates shall be provided. Both parties to a complaint shall be notified in writing of the outcome of the complaint, including whether sexual harassment or violence was found based upon a preponderance of the evidence to have occurred and, in accordance with federal and state privacy laws, the sanction imposed. Both the complainant and respondent shall have the same rights of appeal.~~

In cases involving a student-respondent, withdrawal from the institution shall not be used as a method to avoid completion of the investigation. ~~An institution may place a hold on a student-respondent's student account or otherwise temporarily restrict his or her ability to request an official transcript until completion of the investigation.~~

8. Disciplinary Actions

If a<u>ny person</u>~~ student~~ is found to have <u>committed an act of sexual harassment (as defined in 34 C.F.R. § 106.30) in violation of an institution's policy</u> ~~violated an institution's Title IX policy~~, disciplinary action shall be imposed in accordance with the institution's~~ student code of conduct~~ <u>policy for resolving allegations of sexual harassment</u>. If ~~the~~<u>a</u> student is suspended or expelled, that action shall be noted in the student's education records and communicated to a subsequent institution at which the student seeks to enroll, provided that the subsequent institution or student has requested the student's education record from the prior institution. ~~If an institution employee is found to have violated an institution's Title IX policy, disciplinary action will be imposed in accordance with the applicable institution's human resources policies and procedures.~~

<u>9. Appeals</u>

<u>Notwithstanding any other policy to the contrary, all decisions regarding allegations of sexual harassment (as defined in 34 C.F.R. § 106.30) rest solely with the institution and are not appealable to the Board, regardless of the complainant's or respondent's status as an employee, student, or other affiliation with the institution.</u>

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS **December ~~2017~~2020**

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq*., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.

b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.

c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq*., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.

d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq*., which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.

e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

a. Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

b. Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" is defined by the regulations implementing Title IX at 34 C.F.R. § 106.30(a).~~means an un-welcomed sexual~~

~~advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:~~

~~i. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;~~

~~ii. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or~~

~~iii. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.~~

c. Each institution must develop and make public procedures providing for the prompt response, in a manner that is not deliberately indifferent, to allegations of sexual harassment in the institution's education programs or activities of which the institution has actual knowledge. Each institution's policies and procedures must comply with the regulations in 34 C.F.R. Part 106.~~, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.~~

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (*See also* "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

> Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

   a. Undergraduate Student

      For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

      i. Student Body Officers and Appointees

         For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

      ii. Editors

         Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

   b. Graduate Student

      For fee and tuition purposes, a "full-time" graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

   a. Transfer of Delinquent National Direct Student Loans. (*See* Section V, Subsection P)

   b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

a. Establishment
Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.

b. Refund of Fees
Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense, and an opportunity to appeal any disciplinary action. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance

Students are responsible for making arrangements for coverage of their medical needs while enrolled in a post-secondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and among the local communities within which institutions conduct operations.

a. Health Insurance Coverage Offered through the Institution

   Each institution, at the discretion of its chief executive officer, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) should comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the chief executive officer's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance

   Each institution, at the discretion of its chief executive officer, may require all or specified groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, etc.) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees

   Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

d. Financial aid considerations

   Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered

a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

17. Student Vaccine Informational Materials

Each institution shall provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information shall include, at a minimum:

a. symptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults;

b. current recommendations by the United States Centers for Disease Control and Prevention on Category A and B vaccines;

c. information regarding where the vaccinations can be received; and

d. the benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.

18. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).

b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

19. Student Complaints/Grievances.

a. The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has

established the following procedure for review of institution decisions regarding student complaints/grievances:

i. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.

ii. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a student's attendance at the institution, except as set for under paragraph iii. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.

iii. Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony. Sanctions imposed by the institution will remain in effect during the pendency of the review.

iv. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

v. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

vi. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.

vii. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

b. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances.

SUBJECT

IDAPA 08.02.03.105 – Graduation Requirements – Partial Waiver - College Entrance Exam

REFERENCE

February 2017	Board approved proposed amendments to Section 33-512, Idaho Code be submitted to the legislature for consideration. Amendments would allow the Board to waive a portion of the required instructional hours in the case of a state or county emergency when all schools in a school district are impacted by extended closures and when school districts provide assurances that only the minimum hours were being requested for waiver.
March 23, 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam and senior project graduation requirements for students graduating in 2020.
October 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01 - Administration and 08.02.03.105, High School Graduation Requirements

BACKGROUND/DISCUSSION

In accordance with IDAPA 08.02.03.105, students must take a college entrance exam to meet minimum state graduation requirements. This requirement was put in place as part of the high school redesign efforts in 2006, effective for students entering the 9th grade in 2009. At that time it was determined that many students were choosing not to take a college entrance exam because they did not feel they would be successful in college or had just not contemplated going on to some form of postsecondary education after high school. It was also determined that the cost of taking the exam was a barrier. By requiring a college entrance exam as part of the State's minimum graduation requirements, the Board and the State Department of Education were able to advocate for and received funding for a statewide administration of a college entrance exam, allowing students the opportunity to take the exam during their junior year at no cost to themselves. Through State procurement processes, the College Board and the SAT were contracted with to provide the exam. The statewide administration of the exam takes place in the spring each year. Due to the Coronavirus pandemic the administration of the Spring 2020 exam was cancelled and students who were juniors at that time and are now seniors did not have the opportunity to take the exam during their junior year.

To address this issue, testing opportunities were provided in the fall of 2020 for seniors to take the SAT. Attachment 1 provides information on how the Fall 2020 testing opportunities were administered and Attachment 2 provides information on the Spring 2021 statewide administration of the assessment and testing dates.

IMPACT

Waiver of the college entrance exam requirement for students graduating at the end of the current school year will remove the requirement as a minimum state requirement while still allowing schools who want to maintain it to still require it.

ATTACHMENTS

Attachment 1 – Fall 2020-January 2021: Test Coordinator Guide
Attachment 2 – Spring 2021: Test Coordination

STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.01.007 authorizes the Board to waive education rules not required by state or federal law. This authorization grants the Board the authority to provide school districts and charter schools with added flexibility to respond to unforeseen circumstances. Waivers approved by the Board are specific and time limited.

As Idaho moves through this time of uncertainty and shifts from emergency response into recovery, it is important to provide for some continuity and stability for Idaho students so that they are not negatively impacted long term in their educational opportunities after they graduate. This year's seniors were provided an opportunity to take the SAT during the school day test in September (September 23rd) and October (October 14th and 27th) and have multiple opportunities to participate in the assessment during the national test dates. At the time of agenda material production State Department of Education, staff have reporting just over 18,000 seniors out of approximately 22,600 enrolled students have taken the SAT and meet this graduation requirement. This is approximately an 80% participation rate for the 2020-2021 senior class. Further, IDAPA 08.02.03.105 includes a process for school districts to request an exception of the college entrance exam graduation requirement from the Superintendent of Public instruction, or their designee.

In addition to the college entrance exams use by students as they consider their postsecondary options, student performance on the college entrance exam is also used by the Board as one measure of Idaho students' K-12 preparation and college and career readiness.

BOARD ACTION

I move to waive IDAPA 08.02.03.105.03 college entrance examination for students graduating in the end of the 2020-2021 school year, including summer 2021 term.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CollegeBoard

FALL 2020–JANUARY 2021: TEST COORDINATOR SUPPLEMENTAL GUIDE

Flexible Policies for Administering **SAT School Day**, **PSAT/NMSQT**, and **PSAT 8/9**

As schools continue to deal with uncertainties due to the coronavirus, the top priorities for College Board are the health and safety of you and your students.

To provide the most opportunity for the greatest number of students, we've added administrations and adapted policies and procedures. These changes allow for more flexibility around ordering and ease the process of administering SAT® School Day, the PSAT/NMSQT®, and the PSAT™ 8/9 for in-school testing during the September 2020–January 2021 testing period.

These options currently apply for the in-school administration of SAT School Day in September or October, the PSAT/NMSQT in October or January, and the PSAT 8/9 from September to January. Schools can use these options independently or in combination with one another.

This supplement to your Coordinator Manual explains how the flexible policies will affect how you administer the tests at your school.

IMPORTANT: If you must unexpectedly close your school for testing, do the following:

- Call the Support Hotline immediately.
- Communicate with your testers.
- Follow the instructions for returning/destroying unused test books that apply to your test date (see No Charge for Unused Tests on page 5).

Procedural Updates

Fee Waivers

Schools no longer need to order fee waivers or fee reductions prior to test day. You'll continue to see a prompt to order fee reductions during the ordering process for SAT School Day, but you can leave this field blank. After test day, sign in to the Test Ordering Site (**ordering.collegeboard.org**) and select fee-waiver eligible students from an online roster during the invoicing process.

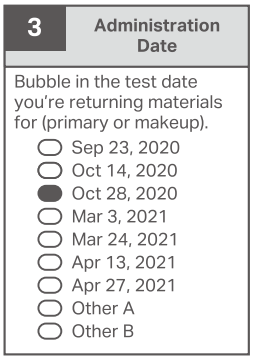
Fall SAT School Day Test Books and Procedures

Schools administering SAT School Day will see a few procedures diverge from what's in the Coordinator Manual.

1. Because covid-19 caused most spring 2020 testing to be canceled, College Board has repurposed unused spring materials for SAT School Day administrations this fall.
   - For the September 23 SAT School Day administration, test books will have "April 28, 2020" printed on the cover.
   - For the October 14 SAT School Day administration, test books will have "April 14, 2020" printed on the cover.
   - For all SAT School Day test dates, complete field 3 on the Coordinator Report Form (CRF) using your actual administration date, not the date printed on the test books.
2. Schools administering SAT School Day on September 23 will not receive the Coordinator Planning Kit. All publications included in the Coordinator Planning Kit (except for the Irregularity Report, which is included in the test materials shipment) are available for download at **sat.org/schoolday-downloads**.

3. Test book return procedures have changed slightly. You will receive two kinds of loosely packed labels in your test materials shipment:
   - The first label is a preprinted UPS return label; affix one to each package in your test book return shipment.
   - The second, a red label, is a new addition. You should also affix one of these labels to each package in your test book return shipment.
   - If administering SAT School Day on the makeup date, bubble in the original October 28 date in field 3 of the Coordinator Report Form (CRF).

Image 1: Detail of field 3 from the SAT School Day CRF

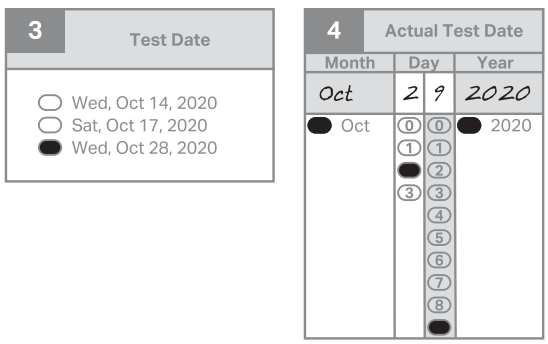


Changes to PSAT/NSMQT Procedures for the Alternate Test Date

The test date for the PSAT/NMSQT alternate administration has been changed from Wednesday, October 28, to Thursday, October 29. This change will result in a few differences from the directions in your Coordinator Manual:

1. The test books will have the date of "Wednesday, October 28" printed on the cover. Instructions and fields in the Coordinator Manual and on the CRF also refer to October 28.
2. **If you're testing students on the alternate administration date for the PSAT/NMSQT, your students must test on Thursday, October 29, to receive valid scores.**
3. When returning answer sheets, if testing on Thursday, October 29, select the option for the original test date (Wed, Oct 28) in field 3 when completing the CRF and fill in the actual date of Oct 29, 2020, in field 4.

Image 2: Detail of fields 3 and 4 from the PSAT/NMSQT CRF



Handling Answer Sheets

We encourage you to exercise caution (e.g., by wearing disposable gloves, etc.) when handling used answer sheets, but you must not alter the procedures for returning used answer sheets as given in your Coordinator Manual. We can't process used answer sheets that are individually bagged or placed in sleeves. Doing so may delay or invalidate scores.

Revised Administration Dates

Based on educator feedback, we've added more test dates and adjusted some of the original test dates to provide opportunities to test on different days of the week. College Board added a January administration for PSAT/NMSQT to allow schools to test in the fall or winter. We also added a September administration for SAT School Day to give schools the option to split their students across multiple dates in the fall.

Updated Test Dates for Fall–January 2021:

PSAT/NMSQT	SAT School Day
Wednesday, October 14	Wednesday, September 23
Saturday, October 17	Wednesday, October 14
Thursday, October 29 (Revised Alternate Date)	Tuesday, October 27 (Revised Makeup Date)
Tuesday, January 26, 2021*	

*Added for the 2020-21 school year only

Testing may only occur on the dates listed above. Testing on unapproved dates, regardless of what is printed on the cover of the test book, will result in score cancellation and/or scholarship ineligibility. If your school is unable to administer SAT School Day on either primary date, and can only test during the makeup administration, please contact School Day Support for further assistance.

The PSAT/NMSQT alternate test must be administered on the revised date of October 29 and not on October 28.

Option to Test Across Multiple Dates

Schools can administer fall SAT School Day and the PSAT/NMSQT on multiple administration dates. This flexibility already exists for the PSAT 8/9.

For SAT School Day, schools can split their students across September 23, October 14, and the October 27 makeup administrations. Schools can use the October 27 makeup administration as an additional test date. If schools need to use the makeup date as an additional test date, they'll be able to order immediately following their primary administration.

For the PSAT/NMSQT, schools can administer the test on the primary test date (October 14) or the Saturday test date (October 17), plus the alternate test date (October 29). In addition, the January 26 test date may also be used alone or in combination with any of the others.

NOTE: Schools participating in the PSAT/NMSQT Study Group, the PSAT 8/9 Study Group, or the PSAT 8/9 Research Group must test on October 14 and return materials immediately following the test to be eligible for their incentives. Study and Research Group participants cannot use the multi-administration option.

To split your order across multiple test dates or to reorder for a new test date, visit the Test Ordering Site (**ordering.collegeboard.org**). If you already placed an order for the original alternate PSAT/NMSQT test date (Wednesday, October 28), your order will be automatically shifted to Thursday, October 29.

How can this help my school?

Schools operating under local health guidelines can take advantage of multiple administration dates to reduce the number of students reporting to school on a single test date. Schools that are unable to test some or all their students in the fall now have an additional chance to test on a different day of the week in January.

What else do I need to know?

General:

- There is no minimum for the number of students who can test on any of the administration dates.
- Schools covered by district or state contracts should verify which test dates are covered before planning to use multiple administration dates.
- Test books shipped to the school for use on a particular test date cannot be used for a different test date.
  - Scores may be canceled or made ineligible for scholarship consideration for schools that test using materials intended for a different administration day.
  - To keep from testing with the wrong materials on the wrong day, please store test materials for different administration days separately and securely.
- To ensure timely and accurate reporting, you must return materials immediately following each administration as instructed in your Coordinator Manual using the return packaging, labels, and forms provided in your test shipment for that date. Do not hold materials or try to consolidate return materials from different test dates.
- If you're testing on more than one date, keep test materials from different dates separate. Don't return answer sheets from different administration dates together; this may result in delayed or invalidated scores.

For SAT School Day:

- Students may sit for multiple SAT School Day administrations.
- Schools that intend to use the makeup date (October 27) as their only primary administration can download additional student guides and manuals from **sat.org/schoolday-downloads** or call School Day Support to request additional printed copies.

For PSAT/NMSQT:

- Students taking the PSAT/NMSQT may not take the assessment more than once. Scores may be delayed or canceled if answer sheets for the same students are returned from multiple administrations.
- Schools can use the Test Ordering Site to place orders for multiple test dates. Ordering for the January administration will open in mid-October.
- Schools may test on all four dates; however, this isn't recommended as it introduces additional complexities. For example, test books for the Saturday and the January test dates must be returned immediately after test day, and score reports won't include question-level detail.
- If your school will be using the test books from the PSAT/NMSQT primary date to review results with students, please ensure that books are clearly marked and stored securely and separately from test materials for other administration dates.
- College Board is providing opportunities for districts and schools to upload bulk registration files for the October and January administrations. If testing multiple times in October, consider using the optional codes to help sort groups of students by test date.

Additional tips:

- Schools should define a set of criteria to determine which students will test on which test dates. For example, students with last names starting with the letters A–L test on the first day, all other students test on the second, etc.
- If administering the PSAT/NMSQT on multiple dates, plan to review scores with the students testing at different times in separate sessions. Scores for answer sheets from the October administrations that are returned on time will be available on the K–12 reporting portal in late November or early March for the January administration.

Table 1: Example of 3 different multi-administration testing plans for SAT School Day

	School A (250 students)	School B (250 students)	School C (250 students)
Wednesday, September 23	None	100 students test	100 students test
Wednesday, October 14	All 250 students test	150 students test	100 students test
Tuesday, October 27	Makeup testing only	Makeup testing only	50 students test* (in addition to makeup testing)

*The 50 students testing on October 27 won't have a makeup option.

Table 2: Example of 3 different multi-administration testing plans for the PSAT/NMSQT

	School A (250 students)	School B (250 students)	School C (250 students)
Wednesday, October 14	125 students test	None	None
Saturday, October 17	None	50 students test	None
Thursday, October 29	125 students test	150 students test	None
Tuesday, January 26	None	50 students test	250 students test

Flexible Start Times

For SAT School Day, the PSAT/NMSQT, and the PSAT 8/9, schools can start testing earlier and/or later than usual and split their students across multiple testing groups.

How can this help my school?

Schools operating under local health guidelines can stagger arrivals and dismissals to be certain they have enough space to meet social distancing requirements.

What else do I need to know?

All requirements for timing and breaks still apply, and all testing must be completed within the same day (unless students are approved for a multiday testing accommodation). Local health and safety guidelines may require that only a limited number of students may access the restroom or hallways at a time. In such cases, you may extend the breaks between test sections to ensure that students can access the restroom or hallway in an orderly fashion. Hall monitors should help ensure that students do not share any test content if they leave the room and that students reenter their assigned testing rooms in a safe way.

Schools participating in the PSAT/NMSQT and/or PSAT 8/9 Study Group(s) may also use flexible start times.

Important reminders:

- All testing must start before the first group to test completes testing; that is, no group of students can begin testing after another group has completed the test.
- A group must have completed all testing before they are dismissed for lunch.
- Mobile phones may be returned to exiting groups of students as they complete testing only after the last group of students has begun testing.
- Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments. (For example, if administering both SAT School Day and PSAT/NMSQT, the group of SAT School Day testers could begin first, with PSAT/NMSQT testers starting at a later time.)

Additional tips:

- Consider multiday test takers and students with extended time when assigning test groups. College Board recommends assigning students testing with extended time to the earliest testing group.
- Work with school administrators to keep track of bus schedules and when students will arrive at school for testing. This will affect testing group assignments.
- Plan for any necessary changes to attendance-taking procedures for early and late testing groups.
- Assign rooms for separate testing groups in different areas of the school building to limit contact between students.
- Allow students to consume snacks and drinks while standing behind their desks (away from test materials). Snacks and drinks must still be stored under desks during testing.
- Be aware of staff schedules while planning. Overlapping groups will require additional proctors and test staff relative to regular testing. Consider assigning proctors to help with other duties when they are not testing their own groups.

Table 3: Example of multiple start times when administering SAT School Day and/or PSAT/NMSQT

Group A Time	Group B Time	Task
6:45 a.m.	8:45 a.m.	Staff reporting time and facility preparation.
7 a.m.	9 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.
7:15 a.m.	9:15 a.m.	Staff report to their rooms and prepare for student arrival.
7:30 a.m.	9:30 a.m.	Students report to the designated assembly area.
7:45–8 a.m.	9:45–10 a.m.	Admit students to assigned testing rooms and collect electronic devices (if applicable).
8 a.m.	10 a.m.	Close testing room doors.
8–8:30 a.m.	10–10:30 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	10:30 a.m.	Begin testing.
11:25 a.m.	1:25 p.m.	Testing ends for standard timing of the PSAT/NMSQT.
11:45 a.m.	1:45 p.m.	Testing ends for standard timing of the SAT without Essay.
12:55 p.m.	2:55 p.m.	Testing ends for standard timing of the SAT with Essay.

No Charge for Unused Tests

Schools won't be charged test fees if they're unable to administer:

- September or October SAT School Day
- September to February PSAT 8/9
- October or January PSAT/NMSQT

How can this help my school?

As the covid-19 pandemic continues to evolve, we understand many schools and districts are pursuing partial or full virtual instruction options and experiencing shifting schedules. We know the decision to test may not be made until closer to the administration dates, so we're providing this additional flexibility.

What else do I need to know?

- Please adjust your test book volumes the best you can by the ordering deadlines. (Wednesday, September 16, for October SAT School Day and PSAT/NMSQT, and December 4 for the January PSAT/NMSQT.)
- If you end up only using some of your test books for SAT School Day, follow the instructions in your Coordinator Manual for returning materials within 2 days of testing to Ewing, N.J.
- If you end up only using some of your test books for PSAT/NMSQT or are unable to test any students, follow the instructions in your Coordinator Manual for returning materials:
  - For Oct 17 test date: Return test books no later than the next school day after testing is completed.
  - For Oct 14 or 29: Discard all unused test books (except for Study or Research Group participants, for whom all test books must be returned).
  - For Jan 26 test date: Return test books no later than the next school day after testing is completed.

Off-Site Testing

Schools don't need to submit an off-site plan for approval for their SAT School Day fall 2020 administrations. For SAT School Day, the PSAT/NMSQT, and the PSAT 8/9, you'll simply select the sites you want to use and order materials for those sites accordingly.

How can this help my school?

Schools following local health guidelines can use this option to distribute students among multiple locations, allowing for more distance between test takers.

What else do I need to know?

- To ensure accurate test material tracking, security, and adherence to test administration policies:
  - Record the off-site location name and testing room code(s).
  - Provide test books in intact bundles—don't open shrink wrap prior to test day.
  - Record the number of test books provided to each off-site location.
- Order extra materials in proportion to the number of off-site locations you are using to avoid the need to break test book bundles.
- You must return all materials for the off-site and primary locations following each administration.
- College Board recommends that schools return materials from off-site and primary testing locations in one consolidated shipment for each test administration date, if possible. If you plan to return materials directly from each site, contact customer service using the contact information listed in the Coordinator Manual to request additional test return kits.

For Planning Purposes:

- Assign an off-site test coordinator for each off-site location.
- Each location's test coordinator is responsible for ensuring the off-site location meets the requirements for test material security, room configuration, seating (round tables are prohibited for testing), and test day staffing, as described in the applicable assessment Coordinator Manual.
- Make sure off-site test coordinators and proctors are provided with the appropriate training.
- Plan for secure transport of materials to each off-site location and ensure each off-site location is supplied with the necessary materials prior to test day. Off-site test coordinators must be available to accept materials and securely store them until they are returned after testing.
- For locations that are not owned by your school district, make sure there is somebody available to address any problems that arise on test day. Also ensure that you are able to disable bells, alarms, and intercoms for the entirety of test day.
- Plan for any necessary changes to attendance-taking procedures for off-site testing and ensure your school administration is appropriately informed of all students' whereabouts on test day.
- Take steps to ensure the testing experience for students is not disrupted or negatively impacted by their environment. If this is not possible for a given location, consider a different one. This is especially critical if a school chooses an outdoor site.

Additional tips:

- Consider district offices, religious institutions, or community centers as viable off-site testing choices. Look for other sites in the district that are on bus routes to make it as easy as possible for students to get to their designated testing site.
- Make a plan early and clearly communicate it to staff, students, and parents to limit test day confusion.
- Work with your SSD coordinator to plan for students with accommodations.
- Schools participating in the PSAT/NMSQT and/or PSAT 8/9 Study may also take advantage of off-site testing.

We're Here to Help

We're pleased to give schools these options for administering our assessments during this unprecedented time. Schools will be required to follow local public health guidelines and should be prepared to implement last-minute changes and effectively communicate them to students. College Board supports efforts to help ensure the safety and comfort of their staff and students. The **CDC** recommends taking precautions such as:

- Requiring and/or providing face masks, gloves, hand sanitizer, or other PPE.
- Spacing students at least 6 feet apart to adhere to social distancing guidelines.
- Encouraging students and staff to practice regular handwashing and stay home if they are sick.

If your school will be closed on your scheduled test date, College Board must be notified immediately by your district. If you are unsure whether your district will notify College Board, please contact the Support Hotline immediately.

If you have already received test materials and are unable to test on your scheduled test date, please ensure materials are safely secured:

- PSAT/NMSQT and SAT School Day test materials cannot be reused later and must be destroyed or returned to College Board when school resumes and it is safe to do so:
  - For SAT School Day, return all test books.
  - For PSAT/NMSQT, follow instructions under No Charge for Unused Tests on page 5.
  - Please notify PSAT-related Assessments or School Day Support that you cannot test.
  - If feasible to test on the SAT School Day Makeup date, follow instructions in your manual to order materials.
- If your school was scheduled to administer PSAT 8/9, test materials can be used later in the testing window.

College Board is committed to giving you and your students a positive testing experience. We'll continue to provide detailed updates for schools and districts, as well as professional learning opportunities.

PLEASE CONTACT US WITH ANY QUESTIONS.

School Day Support Hotline: 855-373-6387

Email: satschoolday@collegeboard.org

PSAT-related Assessments Support Hotline: 888-477-7728

Email: psat@info.collegeboard.org

For details on these updates and options, visit: **sat.org/covid19**

From: IdahoSDSupport
To: IdahoSDSupport
Subject: IMPORTANT NOTICE: SAT Spring 2021 Testing
Date: Tuesday, November 10, 2020 10:06:13 AM

To: SAT Test Coordinators
CC: District Test Coordinators

Thank you in advance for your work in coordinating the Idaho SDE-provided SAT School Day for 11th graders. This email provides introductory information to help you prepare for Spring 2021 activities.

As we all continue to navigate uncertainties due to COVID-19, the top priorities for the College Board and the Idaho State Department of Education (SDE) are the health and safety of students and educators. We know that you are currently focused on the start of the school year and how to keep staff and students safe, and we appreciate your dedication.

Testing Dates

Here are the spring SAT School Day testing dates:

Test Administration	April 2021 Administration
Primary Testing Window	April 13, 2021
Accommodated Testing Window	April 13—26, 2021
Makeup Test Date	April 27, 2021

Test Coordinator Reminders

There are several differences between fall and spring SAT School Day administrations. Please note the following:

Activity	Fall 2020	Spring 2021
Identifying test staff and addresses	Coordinators and addresses were identified in the Test Ordering Site (TOS).	Coordinators and school addresses were collected by SDE and provided to College Board.
Ordering materials for the primary test date	Schools ordered standard and accommodated materials in TOS.	Standard material orders will automatically be calculated and shipped based on the number of students in the bulk registration. Accommodated materials will be automatically calculated by the students in the pending and approved status in SSD Online.

Ordering makeup materials	Schools ordered makeup materials in TOS.	Schools will submit a makeup survey to obtain makeup materials.
Off-site testing	For fall 2020 testing, schools did not need to notify College Board in advance to use an off-site location.	Schools must submit off-site testing plans to test at a location other than their school.
Communications	Schools received standard College Board communications about fall testing.	Schools will receive emails from IdahoSDSupport@collegeboard.org or customized emails about state testing from College Board.

Work with your SSD Coordinator

- Coordinate with your primary SSD (Services for Students with Disabilities) Coordinator for thorough planning for testing students with disabilities with accommodations and for testing English Learners with appropriate supports.
- All testing materials, including nonstandard materials for use during the accommodated testing window are shipped to the Test Coordinator; however, the SSD Coordinator should assist in inventorying and ensuring the secure storage of test materials, as needed.

Resources:

For Test Coordinators and staff:

Event	Date and Time	Additional Information
SAT School Day Overview webinar (live)	December 8, 2020 1-2 PM MST	**Click Here to Register**
SAT School Day Accommodations Overview webinar (live)	December 15, 2020 1-2 PM MST	**Click Here to Register**
SAT School Day with Optional Essay webinar (recorded)	Recorded webinar	Link to be posted on SDE website and to be sent to Test Coordinators in mid-December
SAT School Day Bulk Registration webinar (recorded)	Recorded webinar	Link to be posted on SDE website and to be sent to Test Coordinators in mid-December

Additional webinars will be provided in spring 2021.

For students/parents:

- All students have access to free, interactive personalized practice through Khan Academy and resources from the College Board to help reinforce what students are learning in classrooms and focus on the content tested, not just test-taking strategies.

We look forward to working with you and a successful spring 2021 SAT School Day administration! Contact us at IdahoSDSupport@collegeboard.org.

The College Board Idaho Field Team

SUBJECT

2020 Idaho Comprehensive Literacy Plan

REFERENCE

December 1998	Board approved the initial Idaho Comprehensive Literacy Plan.
August 2015	Board adopted the Literacy Implementation Committee's recommendations, including a recommendation to substantially revise the Idaho Comprehensive Literacy Plan pursuant to Section 33-1614, Idaho Code.
December 2015	Board adopted the 2015 Idaho Comprehensive Literacy Plan
February 2017	Board incorporated the Idaho Comprehensive Literacy Plan Educator Guide as an addendum to the 2015 Idaho Comprehensive Literacy Plan

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1207A, 33-1614, 33-1615, and 33-1616, Idaho Code

BACKGROUND/DISCUSSION

In December 2015, when the Board approved the updated Idaho Comprehensive Literacy Plan (the Plan), the Board committed to reviewing and updating the Plan every five (5) years. In July 2020, the Idaho Comprehensive Literacy Plan Update Work Group (the Work Group) was established to complete this work.

The Work Group, chaired by Board Member Clark, includes twenty-two (22) individuals from across Idaho, including representation from the State Board of Education, the Governor's Office, the Legislature, the State Department of Education, K-12 educators, higher education educators, libraries, and non-profits. To complete the update of the plan, the Work Group held twelve (12) meetings from August to November and regularly completed tasks in between.

Staff members from the State Board of Education and State Department of Education acted as the lead writers, with substantial guidance and feedback from the full work group. The Work Group maintained the previous plan's focus on the responsibilities of all stakeholders, while re-organizing the information and updating it to be aligned to current research. Additionally, the Work Group focused on ensuring the goals and next steps outlined in the Essential Elements section are articulated in a manner that ensures districts, charter schools, and educator preparation programs can align their applicable programs to the Plan. In this update of the plan, the Work Group endeavored to integrate more specific language to address the needs of specific student populations, including those with reading difficulties and specific learning disabilities (dyslexia, dysgraphia, etc.). In recognition of the fact that in order to serve these populations, educators must build a strong understanding of the science of reading and bridge that

knowledge into instruction, the Work Group recommends that a separate group be formed to develop resources aligned to the Comprehensive Literacy Plan. The resources should be focused on providing guidance on how to provide systematic, explicit instruction to all students, including those with reading difficulties and specific learning disabilities (dyslexia, dysgraphia, etc.).

IMPACT

Approval of the 2020 Idaho Comprehensive Literacy Plan will update and replace the plan approved by the Board in 2015.

ATTACHMENTS

Attachment 1 – Idaho Comprehensive Literacy Plan, December 2020

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Comprehensive Literacy Plan is established in Idaho Code as the framing document for literacy intervention in Idaho:

- Section 33-1207A, Idaho Code, requires -- "The state board shall review teacher preparation programs at the institutions of higher education under its supervision and shall assure that the course offerings and graduation requirements are consistent with the state board-approved, research-based "Idaho Comprehensive Literacy Plan." To ensure compliance with this requirement, the board may allocate funds, subject to appropriation, to the higher education institutions that have teacher preparation programs."

- Section 33-1614, Idaho Code, requires – "School districts shall offer a reading intervention program pursuant to section 33-1616, Idaho Code, to each kindergarten through grade 3 student who exhibits a reading deficiency on the statewide reading assessment pursuant to section 33-1615, Idaho Code, to ensure students can read at or above grade level at the end of grade 3. The reading intervention program shall be provided in addition to core reading instruction that is provided to all students in the general education classroom and must be in alignment with the Idaho comprehensive literacy plan."

- Section 33-1615, Idaho Code, requires -- "…all public school students in kindergarten and grades 1, 2 and 3 shall have their reading skills assessed. For purposes of this assessment, the State Board approved research-based "Idaho Comprehensive Literacy Plan" shall be the reference document" and "It is legislative intent that curricular materials utilized by school districts for kindergarten through grade 3 shall align with the Idaho Comprehensive Literacy Plan."

- Section 33-1616, Idaho Code, requires – "each school district and charter school to establish an extended time literacy intervention program in

> alignment with the Idaho comprehensive literacy plan and "To ensure students receive high quality literacy instruction and intervention, the state department of education shall provide professional development to districts and schools on best practices supporting literacy instruction as outlined in the State Board of Education approved "Idaho Comprehensive Literacy Plan." Intervention program participation and effectiveness by school and district shall be presented annually to the State Board, the Legislature and the Governor."

The purpose of the five year review and update cycle is to evaluate the effectiveness of the plan, assure that it remains relevant, and that it can be used for its statutorily required purpose. School districts, charter schools, and educator preparation programs are only required to align to the comprehensive literacy plan as outlined above, and additional provisions added into the Idaho Comprehensive Literacy plan outside of this statutory identified scope would not be enforceable. The Board may, at its discretion enact Board policy setting additional requirements for those educator preparation programs that are at postsecondary institutions under the Board's governance or oversight. Additionally, any literacy intervention requirements the Board would like to require of non-public educator preparation programs include would need to be included in the Idaho Standards for the Initial Certification of Professional School Personnel "Knowledge" section, or its equivalent, of the standards. These standards are incorporated by reference into IDAPA 08.02.02 and must be amended through the negotiated rulemaking process.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Comprehensive Literacy Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Comprehensive Literacy Plan

Kindergarten through 12th Grade

December 2020

Idaho State Board of Education

P.O. BOX 83720, BOISE, ID 83720-0037
208-334-2270

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Consultant to the Work Group

Table of Contents

SECTION I:

INTRODUCTION

PURPOSE OF THE IDAHO COMPREHENSIVE LITERACY PLAN

The Idaho Comprehensive Literacy Plan is designed with a single goal in mind: supporting all Idaho students in developing strong foundational reading skills to empower them to achieve future success, as evidenced by continued growth in meeting the following performance targets:

- the Literacy Growth Targets on the early reading assessment (IDAPA 08.02.01.802); and
- the Idaho Consolidated State Plan long-term academic achievement goals for the English Language Arts/Literacy (Idaho Standards Achievement Test- ISAT).

Idaho has adopted the following definitions:

> Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.
>
> Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. [1]

The Idaho Comprehensive Literacy Plan outlines our intent to align state, district, and local efforts to ensure our students develop the strong literacy skills they need for future learning. This plan provides a framework and guidance that educator preparation programs, districts, and charter schools can align their work to, as required by Idaho law. It outlines the next steps, beyond the requirements of the law, that all stakeholders must implement to ensure Idaho's students become proficient readers and writers. The Comprehensive Literacy Plan is a K-12 plan with a focus on ensuring students master foundational reading skills in the early grades (K-5). The plan is aligned to the Idaho State Content Standards in English Language Arts/Literacy, which include reading standards for foundational skills. The standards set high expectations for student learning in order to effectively prepare students for postsecondary education and careers.

Idaho's approach to ensuring students develop strong foundational reading is based in the science of reading. The science of reading combines the findings from thousands of research studies across multiple disciplines that have converged to teach us how the brain learns to read and write, and why some students experience difficulty with these tasks. The implications of this research provide us with guidance on how to teach reading, indicating that all students must receive systematic, explicit instruction in language comprehension and printed word recognition in order to achieve proficiency.[2] More information on the connection between the science of reading and phases of literacy skill development is detailed in *Section II: Developing Literacy*.

Based on Idaho's student performance data, more must be done to ensure literacy growth for *all* students. When all stakeholders commit to using the science of reading to guide our work, Idaho's students will be provided the instruction needed to reach reading proficiency targets. Next steps for fully integrating the science of reading into our plans and practices are in *Section III: Essential Elements*.

[1] International Literacy Association, n.d., "Literacy Glossary"
[2] Tunmer & Chapman, 2012

WHERE WE ARE NOW

Idaho's current efforts to improve students' foundational literacy skills are built upon efforts that began in 1998 and have continued until 2020. The State Board of Education has committed to reviewing and updating the Comprehensive Literacy Plan every five years.

The timeline below represents the history of Idaho's literacy initiatives. This timeline highlights the most impactful events, but does not include every action taken or represent the actions of all stakeholders. Additional details can be found in Appendix A.

Need for Focus on Early Literacy

Collectively, Idaho's student performance data shows a systemic challenge that needs to be addressed in order to ensure all students K-12 acquire necessary literacy skills to be successful in their pursuit of college and careers.

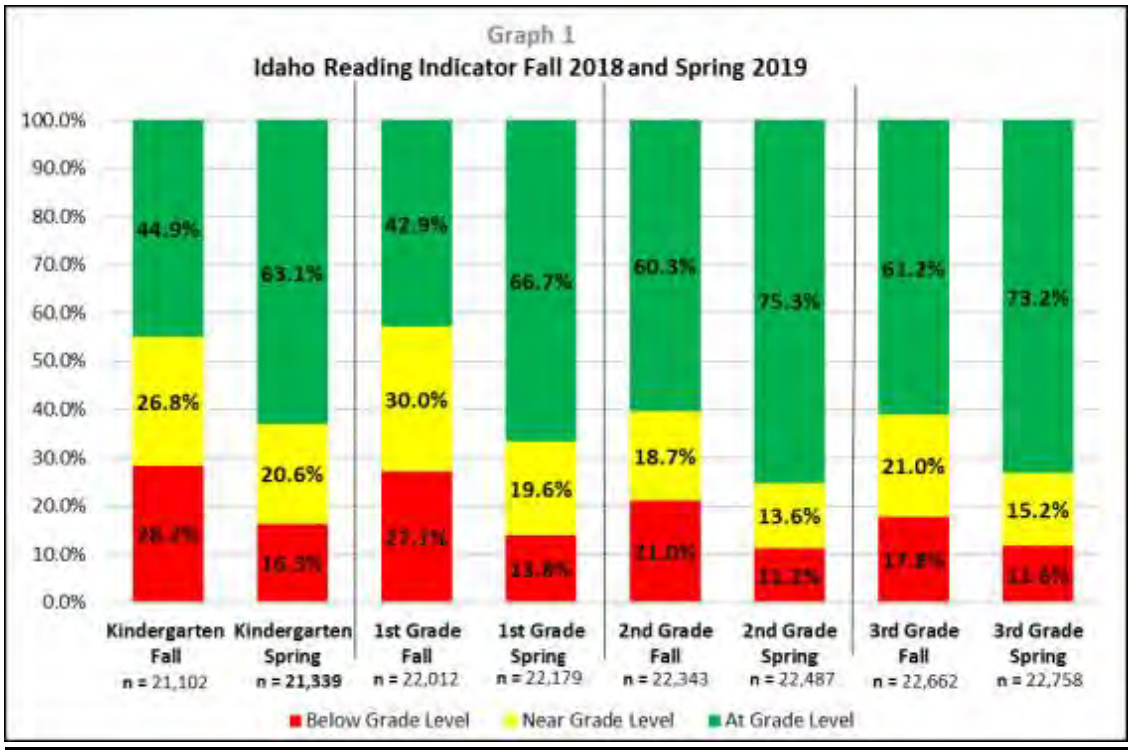
While gains have been made, we continue to have students who need support to reach grade-level skills. We must maintain our focus on early literacy to ensure we meet the needs of these students. Over the past twelve years, Idaho's early reading data has demonstrated that approximately 25 percent of students leaving third grade do not have the necessary skills to reach proficient or advanced levels of performance in literacy. Additionally, data from the state's legacy Idaho Reading Indicator (IRI), the IRI by *Istation*, and the ELA / Literacy ISAT indicate that there are persistent gaps in performance between various subgroups of students.

Summary of Student Performance Data

The data presented below provides an overview of the performance of students in K-8 and 10 on statewide assessments in early reading and English Language Arts/Literacy. *Section IV Student Performance Data* provides a more detailed picture of our data, including grade level, assessment component, and subgroup information and analysis.

Idaho Reading Indicator (IRI)

The IRI by *Istation* is administered to students in kindergarten through third grade in the fall and spring. The 2018-2019 school year was the first year of a statewide implementation of the new Idaho Reading Indicator using *Istation's Indicators of Progress – Early Reading (ISIP-ER)*. In the 2019-2020 school year, the IRI was administered in fall, but the spring administration was disrupted due to the public health emergency. The IRI provides nationally normed scores, allowing for a comparison of individual students to the "average" score of students in each grade level nationally. IRI data is reported in three levels; at grade level, near grade level, and below grade level.[3] Graph 1 shows the breakdown of fall and spring scores, per grade, for the 2018-2019 school year.

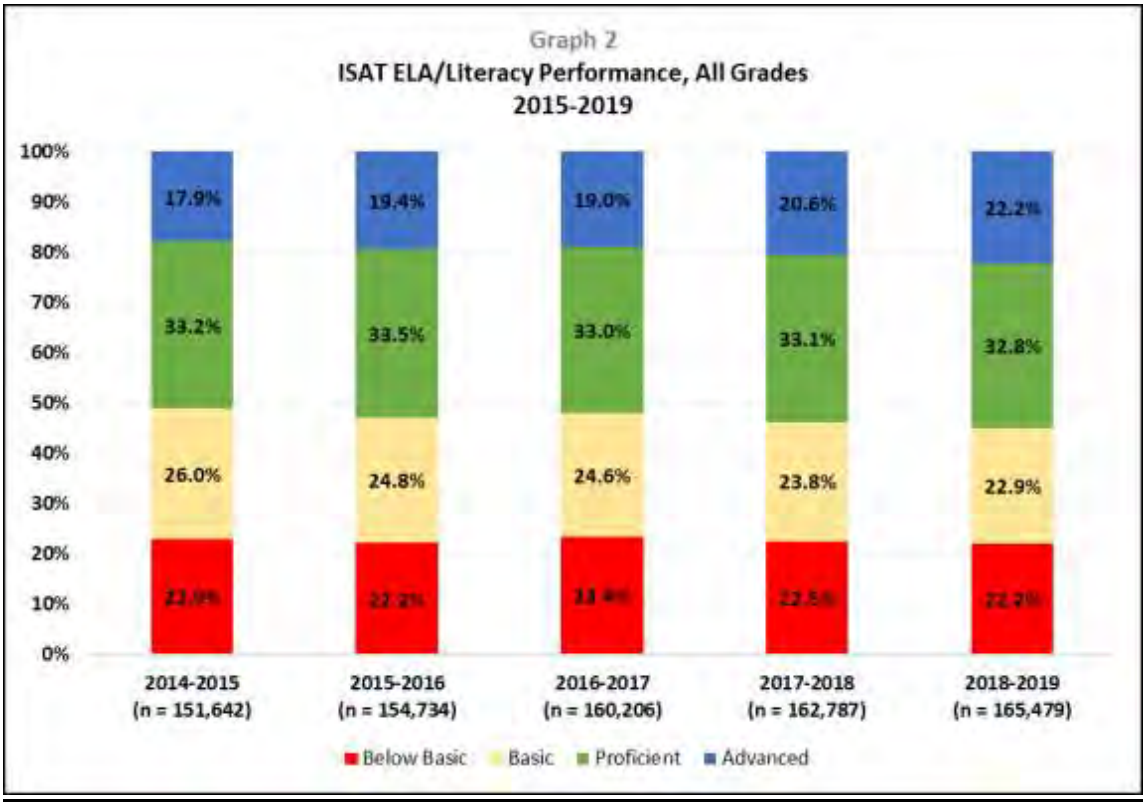


- All grades show a substantial improvement in the percentage of student reading at grade level from fall to spring.
- However, by the end of 3rd grade, roughly one-quarter of students are still not reading at grade level.

[3] State Department of Education, 2020, Student Achievement Report

Idaho Standards Achievement Test (ISAT)

The Idaho Standards Achievement Test (ISAT) by *Smarter Balanced* is the summative assessment used to measure students' mastery of the Idaho State Content Standards. The English Language Arts/Literacy (ELA/L) assessment is administered to students in grades 3 through 8 and 10. Unlike the IRI which is norm referenced, the ISAT is criterion referenced, assessing students against an expected outcome, in this case, grade level content standards. Due to school building closures resulting from the public health emergency, the ISAT was not administered in spring 2020. The ISAT is reported in four achievement levels: advanced, proficient, basic, and below basic. Graph 2 provides statewide performance (all students, grades 3-8 and 10) on the ISAT ELA/L from spring 2015 to spring 2019.

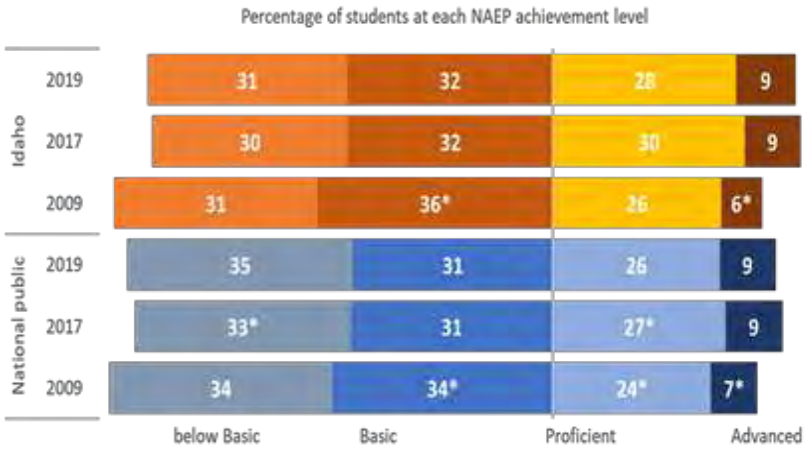


- Over the last five years, the percentage of students scoring basic and below basic has remained nearly 50%.
- The percentage of students scoring advanced has increased 4.3 percentage points.

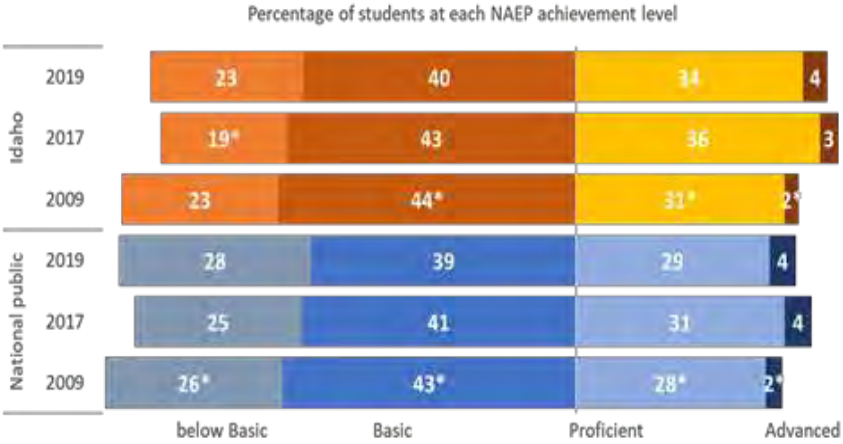
National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress, also known as the nation's report card, is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. The NAEP is administered in grades 4 and 8 and provides results for the nation and states (but not at the district or student level). The NAEP reading assessment measures students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they have read. At each grade, students responded to multiple-choice and constructed-response questions designed to measure their comprehension across two types of texts: literary and informational. Literary texts include fiction, literary nonfiction, and poetry. Informational texts include expository, argumentative and persuasive, procedural, and document texts. The NAEP scores reflect national public-school average scores. The complete subject area frameworks are available on the National Assessment Governing Board website.

Graph 3: NAEP Grade 4 Reading National vs. Idaho Comparison



Graph 4: NAEP Grade 8 Reading National vs. Idaho Comparison



- Idaho's fourth graders and eighth graders had a higher percentage of students who scored proficient or advanced than the NAEP averages in 2009, 2017, and 2019.
- For those same years, a lower percentage of Idaho's fourth and eighth grade students scored below basic than the NAEP averages.
- Both Idaho and NAEP average scale scores have decreased for eighth grade students between 2017 and 2019.

SECTION II:

DEVELOPING LITERACY

Purpose of This Section

This section will explain how literacy development begins at birth and continues throughout a child's education. Parents/guardians and early learning providers play the key role in developing children's early language. The information in this section is a resource to support their efforts. The section continues by connecting language development that begins at home with the science of reading, which guides educators in providing the systematic, explicit instruction students need to continue to build their early reading and literacy skills.

THE DEVELOPMENT OF LANGUAGE AND LITERACY

"The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world."[4] Literacy development begins the moment a child is born. The development of language activates for children the moment they hear their parents talk, laugh, or sing. Children raised in a socially interactive environment will have more well-developed proficiency in language comprehension and expression, including recognition and use of vocabulary words and ability to verbally share needs and ideas in social settings.[5] The success of learning to read is greatly influenced by a child's spoken language competence.[6]

Parent talk is the most powerful tool for building children's brains and sending them to school ready to learn.[7]

The Connection Between Language and Vocabulary Development

Daily Verbal (language) Interactions

- The average 3-year-old has heard 20 million words
- 3-year-olds from very talkative, socially interactive families have heard 35 million words
- 3-year-olds of uncommunicative families have heard less than 10 million words
- Vocabulary use at age three was strongly related to reading comprehension scores in third grade.

Vocabulary Size

- The average child has about a 700 word vocabulary by the age of three
- Children of very sociable families have a vocabulary of about 1100 words
- Children of uncommunicative, non-reactive families have only about a 500 word vocabulary

From birth to age 3, children have roughly 15,000 hours of learning opportunities. Whether these hours are filled with language, or left empty, makes an extraordinary difference to children's development.

~T. Risley, S. Ramey, J. Washington
Webcast: From Babbling to Books: Building Pre-Reading Skills
http://www.readingrockets.org/webcasts/1002

Learning to read printed text relies first on children's oral language development and continues as they develop the ability to connect the spoken words they hear to the printed words on the

[4] International Literacy Association, n.d., "Why Literacy?"
[5] Catts, 2006, 1999
[6] Sousa, 2016
[7] Suskind, 2014

page in order to make meaning. Research has shown that there are developmental accomplishments before formal reading instruction that lead to skilled reading.[8] The chart below outlines typical milestones in language and literacy development prior to formal schooling. This is intended to provide a resource for parents/guardians and early learning providers to deepen their knowledge of these accomplishments to ensure children develop into successful readers.

Language & Literacy Development Birth Through Age 9	
Pre-Reader (Birth to Age 4)[9]	
	• Make sounds that imitate the tones and rhythms that adults use when talking • Respond to gestures and facial expressions • Begin to associate words they hear frequently with what the words mean • Make cooing, babbling sounds in the crib, which gives way to enjoying rhyming and nonsense word games with a parent or caregiver • Play along in games such as "peek-a-boo" and "pat-a-cake" • Handle objects such as board books and alphabet blocks in their play • Recognize certain books by their covers • Pretend to read books • Understand how books should be handled • Share books with an adult as a routine part of life • Name some objects in a book • Talk about characters in books • Look at pictures in books and realize they are symbols of real things • Listen to stories • Ask or demand that adults read or write with them • Begin to pay attention to specific print such as the first letters of their names • Scribble with a purpose (trying to write or draw something) • Produce some letter-like forms and scribbles that resemble, in some way, writing • Enjoy listening to and talking about storybook • Understand that print carries a message • Make attempts to read and write • Identify familiar signs and labels • Participate in rhyming games • Understand that words are made up of individual sounds • Identify some letters and make some letter-sound matches

This information is designed as a resource for parents/guardians and early learning providers as they help their children build a strong foundation of language skills by regularly reading together, facilitating fun language activities, making time for free play, and encouraging them to draw and write. Additional activities for parents can be found in Appendix B. Early learning resources are available to Idaho families through the Idaho Commission for Libraries, Idaho Association for the Education of Young Children, and Idaho State Department of Education.

[8] Petscher et al, 2020
[9] Adapted from U.S. Department of Education, 2005

The chart below outlines the necessary language and literacy accomplishments children need to reach to be successful readers. A deep knowledge of the skills outlined in the different stages (novice, developing) is essential for educators and parents/guardians to assist children's growth in language and literacy. These points are intended to convey accomplishments in typical language and literacy development. They are not meant to represent or be used as academic standards. Idaho's English Language Arts/Literacy Content Standards should be used by educators to plan and deliver instruction.

Novice Reader (ages 5 to 7)[10]	
Books & Print	• Knows the parts of a book and how books are held and read • Identifies a book's title and understands what authors and illustrators do • Follows print from left to right and from top to bottom of a page when stories are read aloud • Understands the relationship between print and pictures • Understands that the message of most books is in the print and not the pictures • Knows that there are spaces between words in print • Knows that print represents spoken language and contains meaning • Knows some of the parts of print, such as the beginnings and endings of sentences, where paragraphs begin and end, and different punctuation marks • Begins to understand why people read—to learn and enjoy
Letter Knowledge	• Recognizes the shapes and names of all the letters in the alphabet (both uppercase and lowercase letters) • Writes many uppercase and lowercase letters on his own • Can recognize and name all the letters of the alphabet • Knows the difference between letters and words
Spoken Language	• Recognizes and makes rhymes • Identifies some syllables • Understands that spoken words are made up of separate sounds • Identifies words that have the same beginning sound • Puts together, or blends, spoken sounds into simple words • Can count the number of syllables in a word • Can put together and break apart the sounds of most one-syllable words
Sounds and Words	• Knows a number of letter-sound relationships • Understands that the order of letters in a written word represents the order of sounds in a spoken word • Uses phonemic awareness and letter knowledge to spell and write words • Begins to spell some words correctly • Writes his/her own first and last name and the first names of some friends, classmates, or family members • Writes some letters and words as they are said • Can show how spoken words are represented by written letters that are arranged in a specific order • Can read one-syllable words using what he knows about phonics • Uses phonics to sound out words he doesn't know

[10] Adapted from National Institute for Literacy

Sounds and Words	• Uses invented (or developmental) spelling to try to spell words on his own • Understands that there is a correct way to spell words • Uses simple punctuation marks and capital letters • Writes for different purposes—stories, explanations, letters, lists • Writes things for others to read (by thinking of ideas, writing draft copies, and revising drafts)
Reading	• Listens carefully to books read aloud • Asks and answers questions about stories • Uses background knowledge to help understand a story • Predicts what will happen in a story based on pictures or information in the story • Retells and/or acts out stories • Knows the difference between "made-up" and "real" stories • Reads aloud simple books and understands what they mean • Can tell when he is having problems understanding what he is reading • Reads and understands simple written instructions • Predicts what will happen next in a story • Discusses what she already knows about topics of books she is reading • Can ask questions (how, why, what if?) about books she is reading • Can describe, in his own words, what he has learned from a book he is reading • Can give a reason for why he is reading a book
Word Knowledge	• Plays with and is curious about words and language • Uses new words in speech • Knows and uses words that are important to schoolwork, such as the names for colors, shapes, and numbers • Knows and uses words that are important to daily life • Uses language with more control • Understands that the language used in school is more formal than the language used at home and with friends • Talks about the meaning of words and uses new words when speaking and writing • Begins to see that some words mean the same thing and some words have opposite meanings • Begins to recognize that words play different roles in sentences
Developing Reader (ages 7 to 9) [11]	
Reading	• Can read a large number of regularly spelled one- and two-syllable words • Figures out how to read a large number of words with more than two syllables • Uses knowledge of phonics to sound out unfamiliar words • Accurately reads many sight words • Reads and understands developmental level fiction and nonfiction books • Knows how to read for specific purposes and to seek answers to specific questions • Answers "how," "why," and "what-if" questions • Interprets information from diagrams, charts, and graphs • Recalls information, main ideas, and details after reading • Compares and connects information read in different books and articles

[11] Adapted from Armbruster, Lehr & Osborn, 2006

Reading	• Takes part in creative responses to stories, such as dramatizations of stories and oral presentations Uses phonics knowledge and word parts (prefixes, roots, suffixes) to figure out how to pronounce words she doesn't recognize Reads with fluency • Reads a variety of developmental texts with fluency and comprehension • Reads longer stories and chapter books independently • Summarizes major points from both fiction and nonfiction books 34 • Identifies and then discusses specific words or phrases that interfere with comprehension • Discusses the themes or messages of stories • Asks "how," "why," and "what-if" questions • Distinguishes cause from effect, fact from opinion, and main ideas from supporting details • Uses information gathered and his own reasoning to evaluate the explanations and opinions he reads about • Understands and reads graphics and charts • Uses context clues to get meaning from what she reads
Sounds and Words	• Pays attention to how words are spelled • Correctly spells words he has studied • Spells a word the way it sounds if she doesn't know how to spell it • Writes for many different purposes • Makes good judgments about what to include in her writing • Takes part in writing conferences and then revises and edits what he has written • Pays attention to the mechanics of writing (for example, spelling, capitalization, and punctuation) in the final versions of compositions • Correctly spells previously studied words • Independently reviews her own written work for errors in spelling, capitalization, and punctuation • Begins to use literary words and sentences in writing, such as figurative language • Combines information in compositions from a variety of sources, including books, articles, and computer information • With assistance from teachers and classmates, edits and revises her compositions to make them easier to read and understand • Discusses her own writing with other children and responds helpfully to the writing of other children
Word Knowledge	• Wants to learn new words and share those words at school and home • Uses clues from the context to figure out what words mean • Uses knowledge of word parts such as prefixes, suffixes, and root words to figure out word meanings • Uses parts of speech correctly • Learns more new words through independent reading • Explores and investigates topics of interest on her own • Wants to learn and share new words at school and at home • Uses clues from context to figure out word meanings • Uses her knowledge of word parts to figure out word meanings • Increases his vocabulary through the use of synonyms and antonyms

Word Knowledge	• Is able to use different parts of speech correctly, including nouns, verbs, adjectives, and adverbs • Develops her vocabulary and knowledge through independent reading • Explores and investigates topics of interest on his own • Uses a variety of sources to find information, including computers

Even though some children have been provided rich language experiences in their early years, some remain challenged by reading and writing instruction. To ensure all students receive systematic and explicit reading and writing instruction, it is essential that Idaho's educators have a solid understanding of how to identify, evaluate, and support all students. This begins by understanding the science of reading.

THE SCIENCE OF READING

Idaho's Comprehensive Literacy Plan recognizes the contributions from the cognitive sciences and education research referred to as the science of reading. The science of reading informs educators about the critical components of reading and how to teach them to provide the most effective assessment and instruction for all of our students. The National Reading Panel (NRP) Report, published in 2000, identified and examined several essential components of reading instruction; phonemic awareness, phonics, vocabulary, reading comprehension, and fluency.[12] Since the NRP report, research has continued to clarify and uncover additional knowledge and instruction that will help more of our students learn to read. Idaho recommends reading instruction in language comprehension and printed word recognition based on the solid body of research and includes the Five Essential Reading Components. [13]

"Once exposed to formal instruction, about 50% of children make the transition from spoken language to reading with relative ease. For the other 50%, reading is a much more formidable task, and for 20-30 percent it definitely becomes the most difficult cognitive task they will undertake in their lives."
(Sousa, 2016)

- *Phonemic Awareness:* Phonemic awareness is the highest level of phonological awareness and is the ability to hear, identify, and manipulate the individual sounds in spoken words.
- *Phonics:* The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words.
- *Fluency:* The ability to read text with accuracy, expression, prosody and comprehension.
- *Vocabulary:* The words we must know in order to communicate effectively.
- *Comprehension:* The ability to understand and gain meaning from what has been read.

Idaho's kindergarten through grade 3 early reading screener, the IRI is aligned to and assesses all Five Essential Reading Components. Screening and diagnostic assessments are critical to identification of reading difficulties (including specific learning disabilities such as dyslexia and

[12] Tunmer & Chapman, 2012
[13] Armbruster, Lehr & Osborn, 2006

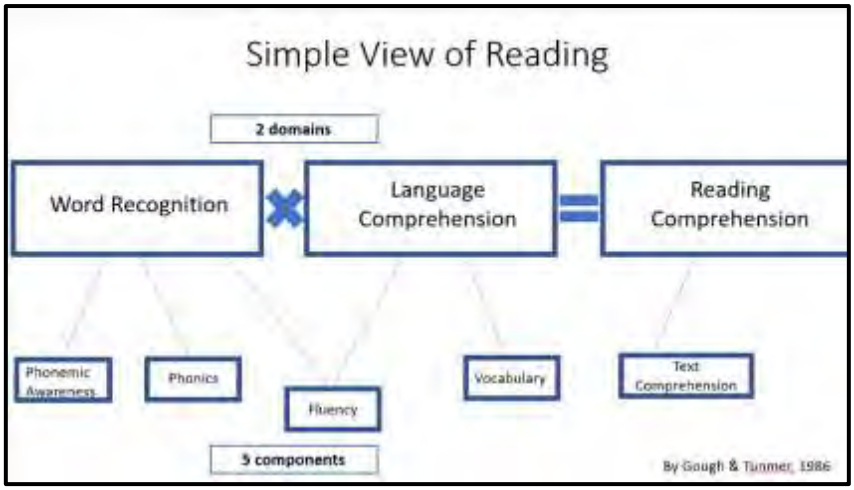
dysgraphia) to ensure that intervention is provided early in a student's education. The importance of systematic, explicit reading instruction is indicated in "The Ladder of Reading," Nancy Young indicates that:

- 5% of students are able to learn to read little or no effort;
- 35% of students learn to read easily through broad, core instruction;
- 40% to 50% of students need a code-based explicit, systematic and sequential approach to instruction to learn to read; and
- 10% to 15% of students require additional repetitions and sophisticated diagnostic tools, in addition to code-based explicit, systematic and sequential instruction.[14]

The following two conceptual models—the Simple View of Reading and Scarborough's Rope—represent a dependable source to reference when implementing Idaho's Comprehensive Literacy Plan and connect assessment to instruction and intervention. Policy decisions, higher education teacher preparation programs, professional development, assessment, and curriculum should be aligned with the domains and components of reading represented in these valid and reliable models of reading.

The Simple View of Reading

The Simple View of Reading outlines the two dominant domains contributing to proficient reading and how the five components of reading (NRP, 2000) map onto these domains to help teachers know what to assess and teach. This view of reading acquisition aligns with the science of reading and the Idaho K-3 statewide early reading screener, the Idaho Reading Indicator (IRI), administered to all students. [15,16]

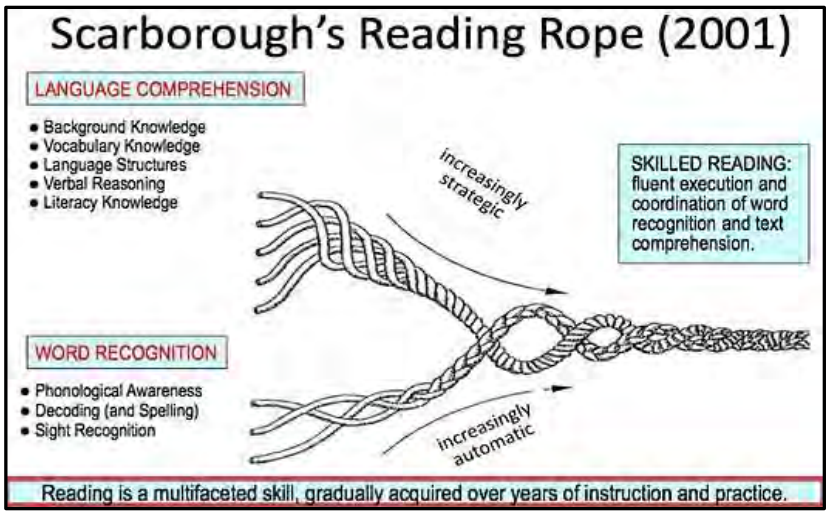


Based on current IRI data, it is clear many Idaho K-3 students continue to struggle and need additional instructional and intervention support. Examining IRI performance in the five components of reading, as outlined in the Simple View, can provide Idaho's educators with the necessary data to identify areas where more robust systematic, explicit instructional practices should be implemented. Scarborough's Reading Rope expands upon the domains in the Simple View of Reading to identify specific elements of language and word recognition, which suggest a continuum of development over time that teachers must understand to effectively provide explicit, systematic instruction and intervention.

[14] Young, 2020
[15] Gough & Tunmer, 1986
[16] Hoover & Tunmer, 2018

The Reading Rope[17]

The complex task of skilled reading is captured in "The Reading Rope" created by Hollis Scarborough. A reader's language skills become increasingly strategic over time and word decoding becomes increasingly automatic weaving together the skills needed for fluent reading and text comprehension. Scarborough's Rope can be used by educators to support skill instruction to ensure students become skilled readers.



Multiple studies have confirmed the importance of the five components of reading presented in the Simple View of Reading, with additional emphasis in the importance of teachers having an extensive knowledge of word recognition (phonology, alphabetics, sight recognition), language comprehension (print concepts, vocabulary, syntax, & semantics), spelling (sound letter correspondence), and writing.[18,19,20]

The "Defining the Reading Rope" chart defines each strand so Idaho educators can provide instruction inclusive of language and word recognition that is based in the skills students need to become proficient readers.

Defining the Reading Rope[21]	
Developing Language Comprehension	
Background Knowledge	Background knowledge is the warehouse of concepts and experiences we have acquired and continue to acquire throughout our lives. Our personal experiences in the world, the lessons we have learned, or not learned, our biases, the books we have listened to and the books we have read, the vocabulary we know, even our familiarity with different text and sentence structures, all contribute to our background knowledge.
Vocabulary	Experiences in the world also expose readers to vocabulary. Vocabulary knowledge reflects a person's background knowledge and prior experiences. Two aspects of vocabulary knowledge are important: breadth of word knowledge, including words we have some familiarity with, and depth of word knowledge, the extent to which we know those words extremely well. Both – breadth and depth, contribute to comprehension. Knowledge of word meanings accounts for comprehension more than any other single

[17] Dickinson & Neuman, 2011 (Scarborough, 2001, page 98)
[18] Archer & Hughes, 2011
[19] International Dyslexia Association, 2018
[20] Moats, 2020
[21] Adapted from Glaser, 2017

	strand of the rope. Inferences are dependent upon the ability to activate word meanings.
Language Structures	Language structures address knowledge of written syntax, academic language use, and sentence structure. Understanding how sentences are formed, and how they convey meaning, is critical to our ability to comprehend while we read. If knowledge of syntax is weak, it is likely reading comprehension will be impacted. Readers need to understand how ideas in sentences link together and support each other to make meaning.
Verbal Reasoning	The ability to express learning verbally, to explain answers to the teacher's questions, to infer, conceptualize and frame thoughts in words – all of these ways of connecting ideas, comparing and contrasting ideas, combining ideas, verbalizing one's thinking are referred to as verbal reasoning. Verbal reasoning requires access to vocabulary and background knowledge. Inferencing requires vocabulary and background knowledge and depends upon verbal reasoning. The separate strands of the rope become more difficult to separate one from the other!
Literacy Knowledge	Knowledge of literacy grows over time and through exposure to a variety of texts and genres. Literacy Knowledge includes understanding that the organization of a narrative is different than a poem, and organizational differences and purposes exist between different genres. Literacy knowledge includes familiarity with the different expository text structures authors use to organize information – description, sequence, compare, cause and effect, problem solution and the purpose of bold headings and other organizational features.
Developing Word Recognition	
Phonological Awareness	The ability to isolate, identify and manipulate phonemes, the separate speech sounds in words, makes a strong contribution to decoding and spelling abilities. Phonological awareness is necessary for decoding the written word into spoken language and encoding (spelling).
Decoding	Knowledge of graphemes and syllables and their representation of speech, and the ability to decode the whole word, is necessary for the reading brain to translate the written word into speech. Decoding is the first step in associating print with meaningful language. Spelling words requires complete and accurate memory for sound-symbol correspondences, patterns of letter use in the writing system, and knowledge of meaningful parts of words (morphology) .
Sight Recognition	Proficient reading requires instant word recognition, seeing words and reading them instantly. The path to this achievement is learning phoneme awareness and decoding, combined with sufficient practice reading the words. Once readers achieve consolidated basic reading skills, and can read words without having to decode them sound by sound, fluency is possible. At that point, available cognitive resources can be devoted to comprehension. The term "sight recognition" does not refer to "sight words" (high frequency words we want all students to read by sight) – it refers to any word that is recognized automatically, in less than a second.

With a commitment to using the science of reading and understanding the *Simple View of Reading* and *Scarborough's Rope*, educators are equipped to provide systematic, explicit instruction required to ensure all students attain the foundational reading skills that will support them to become skilled proficient readers. Matching knowledge of reading acquisition to evidenced-based practices and the provision of instruction that supports all learners will ensure Idaho students are empowered to achieve future success.

SECTION III:

ESSENTIAL ELEMENTS

Purpose of This Section

This section outlines our state's goals for improving literacy performance for all students and the next steps Idaho education stakeholders (state, districts, schools, higher education, the community, and home) must corporately and individually take to ensure the goals can be met. The goals are categorized into four Essential Elements: Collaborative Leadership, Developing Professional Educators, Assessment and Data, and Effective Instruction and Interventions.

OVERVIEW

Essential Elements of the Idaho Comprehensive Literacy Plan

Collaborative Leadership

Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support data-based decision making and distribution of resources, and encourage partnerships for sharing knowledge and best practices.

Developing Professional Educators

Training high-quality educators (including administrators, teachers, and paraprofessionals) is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, onboarding and mentoring, and ongoing professional development. An innovative, clear, and shared focus must be integrated to prepare all educators to effectively implement instructional practices grounded in the science of reading.

Assessment and Data

A comprehensive assessment system that includes a screener, diagnostic, and ongoing progress monitoring is critical to improving literacy outcomes. Data-based decision making enables educators to provide instruction and interventions to meet the unique needs of all students. The summative assessment provides educators and policymakers with information about program successes and where additional resources are needed.

Effective Instruction and Interventions

Exceptional teaching inspires engaged and deep learning. Effective instruction and intervention is rooted in implementation of the science of reading in alignment to the Idaho English Language Arts/Literacy Content Standards. When teachers provide systematic, explicit instruction, students at all skill levels benefit. Student outcomes are improved through well-established systems of support for English learners, students with disabilities, and those struggling to develop grade-level literacy skills.

Organization of the Comprehensive Literacy Plan

Improving literacy skills for our students is not just the responsibility of schools or classroom teachers; it takes a statewide collaborative effort. All stakeholders involved in supporting students should understand their responsibilities and ability to contribute to the larger picture, while recognizing that none are in it alone. Working together, we maximize each group's contribution to the overall goal of improving literacy outcomes for Idaho students. The Comprehensive Literacy Plan highlights the role of various stakeholders in carrying out each of the Essential Elements. Through common goals, collaboration, and communication, we can implement evidence-based strategies to provide all Idaho students with the opportunity to acquire the literacy skills they need for postsecondary and career success.

State:	Policymakers including the Governor, legislature, Superintendent of Public Instruction, State Board of Education (the Board), State Department of Education (the Department), and other state agencies involved in education-related work
Districts, Schools, and Classrooms:	All district and school employees and contractors who work to support students, including superintendents, principals, teachers, counselors, paraprofessionals, contractors, and other school staff
Higher Education:	Idaho's public and private institutions of higher learning, including community colleges, universities, and career-technical and certificate programs
Community and Home:	Parents/guardians, libraries, early learning providers (preschools and daycares), out-of-school time program providers, healthcare providers, nonprofits, businesses, and community agencies

COLLABORATIVE LEADERSHIP

Effective leadership is essential for successful implementation of a sustainable, comprehensive literacy program. When established and cultivated, collaborative leadership brings about a set of common values and beliefs – a complete systems view – that will guide statewide and local school improvement efforts over time.

Previous and Current Implementation

- In 2016, the legislature amended statute related to the literacy initiative. Current statute requires individual reading plans for students who are not proficient, and to provide non-proficient students with 30 to 60 hours of intervention (based on their fall IRI score).
- The legislature substantially increased funding for targeted literacy interventions during the 2016 and 2018 sessions.
- The Department gathers stakeholders frequently to engage in collaboration across departments to support development of statewide plans and decision-making (e.g. Special Education Advisory Panel (SEAP), Assessment Advisory Committee, Idaho Consolidated State Plan, standards and curriculum review committees).
- Since the 2016-2017 school year, local education agencies (LEAs) have submitted Literacy Intervention Program Plans annually. These plans provide guidance to all staff regarding the LEA's approach and strategies for addressing literacy improvement, and encourage collaboration and communication amongst district and school staff.
- The Idaho Higher Education Literacy Partnership (IHELP), formed in 2015, meets regularly to improve collaboration with the state and amongst literacy instructors within the educator preparation programs.
- Community agencies have engaged in efforts to improve school readiness, including Ready Idaho; RISE; and Maternal, Infant, and Early Childhood Home Visiting. A collaborative of agencies received the year one (planning) federal Preschool Development Grant and are currently applying for year two (implementation).

To accomplish continued growth in this work, the following next steps shall be implemented:

COLLABORATIVE LEADERSHIP	
GOAL 1	Ensure strong, coherent effective collaboration amongst entities, including state agencies, postsecondary institutions, K-12 districts, schools, libraries, and community agencies. • Communication and partnerships are developed at the local, regional, and statewide levels. • Groups work together to make strategic decisions and develop statewide and regional strategies that maximize funding, resources, and student achievement outcomes.
Group Responsible	**Next Steps**
State	➢ The State reviews the current literacy initiative and revisits it in order to support a more robust approach to closing the gaps for special populations of students, including English learners, those from low socioeconomic backgrounds, and students with reading difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.). ➢ The Legislature provides funding to support literacy initiatives that align to the Idaho Comprehensive Literacy Plan. State budgets are developed with keen focus on balancing high standards and needs for resources with the importance for regional collaboration and local flexibility. ➢ The Board provides leadership to support literacy, including establishing policies and rules and advocating for changes to statute to support evidence-based literacy initiatives and collaboration amongst entities. ➢ The Board and Department commit to consistently putting appropriate resources, including funding, staff time, and efforts to educate other entities on the science of reading, to aid in collaborative decision-making and meeting the goals in this plan. ➢ The Board and Department facilitate collaboration amongst entities, including consistent, coherent communication and regular convenings of groups (e.g. Special Education Advisory Panel) to discuss literacy. ➢ The Board and Department develop and implement a strategy to distribute the Comprehensive Literacy Plan.
Districts, Schools, Classrooms	➢ School boards and superintendents establish a district-wide commitment to literacy. ➢ District leaders engage with educators and the community to develop and implement Literacy Intervention Program Plans that include clear strategies grounded in the science of reading (including systematic, explicit literacy instruction and intervention practices), appropriate resources for implementation, and clear student achievement outcomes. ➢ District and school leaders engage in data-driven budgeting and resource allocation to ensure literacy activities are effective and aligned to the goals the LEA established in their Literacy Intervention Program Plan. ➢ Districts facilitate sharing of best practices and maximize resources through regional partnerships (when appropriate and feasible). ➢ District and school leaders put an emphasis on developing schools with strong cultures of collaboration.

Districts, Schools, Classrooms	➢ District and school leaders support infrastructural modifications, as necessary, such as extended time for teacher collaboration and professional learning communities. ➢ Districts and schools partner with the community (including libraries, community agencies, and early learning providers) to provide literacy-focused activities that offer parents/guardians an active way to learn about and engage in their children's learning (i.e. reading night, book fairs, etc.). ➢ School-level educators act as liaisons to support student and parent/guardian involvement in the development of students' individual reading plans. ➢ School leaders develop structures and practices that include clear processes for communication and coordination of efforts to ensure students receive appropriate instruction and supports.
Higher Education	➢ Institutions of Higher Education support the state's strategic direction and commit to collaboration with the state, districts, and schools to support literacy initiatives. ➢ Institutions of Higher Education work with the Board to continue to improve the high school to postsecondary transition and address remediation needs of students at the postsecondary level. ➢ Institutions of Higher Education ensure that programs designed to train school administrators include content focused on the importance and impact of collaborative school culture. ➢ Institutions of Higher Education collaborate with the state, districts, and schools to facilitate and participate in efforts to align the strategies, research, and assessment practices taught during educator preparation with those implemented by practicing teachers, and ensure all are aligned to the science of reading. ➢ Leaders at Idaho's institutions of higher education support their faculty in participating in IHELP to strengthen statewide partnerships focused on working to improve educator preparation in the area of literacy instruction.
Community and Home	➢ Early learning providers, out-of-school time providers, libraries, and other community agencies continue to engage in local partnerships with districts and schools to support literacy and other learning initiatives. ➢ Community partners (libraries, nonprofits, medical providers, etc.), in collaboration with state agencies, coordinate to amplify and expand existing efforts to enhance school readiness statewide by building families' knowledge about the importance of engaging in activities that promote early literacy skills development from birth to age 5. ➢ Parents/guardians engage as active partners with their children's schools, including recognizing shared responsibility for achieving developmental and learning outcomes. ➢ Parents/guardians support the implementation of their district's Literacy Intervention Program Plan, including participating in the development of individual reading plans (if needed for their child). ➢ Parents/guardians engage with the school by participating in activities (e.g. PTA, reading nights, etc.).

DEVELOPING PROFESSIONAL EDUCATORS

High quality educator preparation and continued professional development are keys to improving literacy. Defining what teachers need to know; ensuring they have opportunities to learn; and supporting them in implementing that knowledge in classrooms is basic to achieving the goal of literacy for all. To that end, it is critical that teachers receive instruction that embeds and models the science of reading throughout educator preparation, and that ongoing professional development be appropriately aligned. Idaho's institutions of higher education use the Comprehensive Literacy Standards (within the Idaho Standards for Initial Certification of Professional School Personnel, State Specific Standards) to guide educator preparation.

Teachers must have the ability to implement systematic, explicit instruction in word recognition and language comprehension (as shown in the Simple View of Reading and Scarborough's Rope in *Section II: Developing Literacy*) including the Five Essential Reading Components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading, which outlines teacher knowledge and resulting effective reading instruction which benefits *all* students, can be used as a resource by the state, districts, and schools to align professional development to the science of reading.

Examples of Expectations for Educators (IDA Knowledge and Practice Standards)[22]		
Reading Component	**Standard**	**Knowledge**
Phonemic Awareness	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.	Plan to provide brief (5–10 minute), distributed, multisensory phonemic-awareness activities during structured literacy classroom teaching and/or intervention for 15–20 weeks (or more, as needed, to reach curricular goals) in K–1 and for students who need remedial instruction after first grade.
Phonics	Know/apply in practice considerations for organizing word-recognition and spelling lessons by following a structured phonics lesson plan.	Use a lesson framework that includes review of a previously learned skill or concept, introduction of a new skill or concept, supported practice, independent practice, and fluent application to meaningful reading and/or writing.
Fluency	Know/apply in practice considerations for varied techniques and methods for building reading fluency.	Describe the role of and appropriate use of independent silent reading, assisted reading, repeated reading, and integrated fluency instruction to promote fluent reading of text.
Vocabulary	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	Identify and describe vocabulary-building strategies that are particularly promising for use with English Learners.

[22] International Dyslexia Association, 2018

Previous and Current Implementation

- The State requires LEAs to assign new teachers a mentor teacher and requires teachers to have individual professional learning plans (IPLPs).
- From 2016 to 2020, IHELP has provided feedback regarding the Idaho Comprehensive Literacy Course and Assessment, helped to update the Literacy Standards for Educator Preparation; compiled competencies as a resource for higher education faculty and pre-service teacher candidates; and worked to pilot common pre-service literacy assessments at Idaho's institutions of higher education.
- In 2017-2018, the State Board of Education utilized the final allocation of federal SAHE funding to support a project led by Boise State University (based on an ongoing, successful BSU research project), which was implemented by educator preparation programs across the state and ensured participating first year teachers had a secondary access point (educator preparation staff in their region) for mentoring and instructional feedback.
- The Department has and continues to provide professional development (PD) to support increasing teacher knowledge and capacity to implement evidence-based strategies to improve literacy outcomes for students.
    - The Department offers targeted professional learning with coaching for special education educators through the State Systemic Improvement Plan (SSIP).
    - The department offers facilitated professional learning through the Idaho Principals Network to support administrators to improve the quality of instruction and learning outcomes for all students.

To accomplish continued growth in this work, the following next steps shall be implemented:

DEVELOPING PROFESSIONAL EDUCATORS	
GOAL 1	Develop and implement a systematic approach to building teachers' knowledge and skills through educator preparation grounded in the science of reading.
Group Responsible	**Next Steps**
State	➢ The Board ensures the educator preparation program approval and monitoring process continues to set high standards for quality and continuous improvement. Reviews of educator preparation programs include an analysis of the integration of evidence-based literacy/reading instruction into coursework and alignment to the Comprehensive Literacy Standards. ➢ The Board, in partnership with representatives from the educator preparation programs and IHELP, reviews the Idaho Comprehensive Literacy Course (ICLC) and Idaho Comprehensive Literacy Assessment (ICLA) on a regular basis to ensure they are grounded in the science of reading. ➢ The State continues to require teachers prepared out of state or through non-traditional routes to complete the ICLC or ICLA to demonstrate knowledge of effective practices in teaching literacy development. ➢ The Department collaborates with educator preparation programs to ensure that all teacher candidates know how to use screener and diagnostic assessments to identify students with reading difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.) and are prepared to provide appropriate interventions to meet their specific needs.

Districts, Schools, Classrooms	➢ District and school educators work with educator preparation programs to develop systems and structures that ensure that all candidates' field experiences are valuable and effective learning opportunities.
Higher Education	➢ Educator preparation programs ensure educators receive effective preparation in literacy instruction grounded in the science of reading, including application of the Idaho Comprehensive Literacy Standards, as applicable to their role (clarified in Administrative Code). ➢ IHELP continues to work to ensure the ICLC and ICLA are well-aligned with recognized science of reading knowledge and practices. ➢ Educator preparation programs ensure all teacher candidates are prepared to address the learning needs of all students, including English learners and those with learning difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.) through the use of the Idaho Standards for Initial Certification of Professional School Personnel. ➢ Educator preparation programs provide teacher candidates with clinical, field study, and study teaching opportunities early and often, and ensure field experiences are implemented effectively.
GOAL 2	Provide transition support and mentoring opportunities for new teachers through the first three to five years of instruction.
Group Responsible	**Next Steps**
State	➢ The Board continues to require individual professional learning plans and mentoring for new teachers. ➢ The Board and Department provides guidance to districts and schools regarding effective onboarding and mentoring practices (e.g. the Idaho Mentor Standards).
Districts, Schools, Classrooms	➢ District and school leaders ensure consistent and effective implementation of state-required mentoring, and individual professional learning plans. ➢ District and school leaders ensure that beginning teachers in the early elementary grades are matched with mentors who have demonstrated effective reading instruction (teachers, certified coaches, etc.). ➢ District and school leaders work to develop schedules that include appropriate time for mentoring. ➢ District and school leaders offer opportunities for educators (particularly new teachers) to improve their craft by reviewing videos of their own instruction and/or observing each others' classroom instruction (micro-teaching).
Higher Education	➢ Educator preparation programs work with the Board and the Department to make pedagogical and practical connections between teacher preparation, onboarding and mentoring, and ongoing professional development. ➢ Educator preparation programs work with school districts to support new teachers in transitioning to the classroom.

GOAL 3	Provide comprehensive professional development that is strategic, cohesive, grounded in the science of reading, and meets the needs of all educators (including district and school administrators, teachers, paraprofessionals, and library staff). Use evidence-based practices to provide effective professional development in order to increase teachers' likelihood of fully integrating the science of reading into their pedagogical and instructional repertoires, including: • Job-embedded professional development, such as instructional coaching • Sustained, intensive professional development focused on reading literacy and how to help struggling readers • Teacher collaboration, inquiry, and joint problem-solving • Subject-area and grade-band specific professional development that coaches teachers on how to integrate literacy knowledge into their specific role(s).
Group Responsible	**Next Steps**
State	➢ The Legislature and the Department provide funding for effective professional development (which may include instructional coaching, collaborative time and stipends for teachers, PLCs, etc.). ➢ The Board develops a plan for strategic professional development efforts for all core subjects, including literacy grounded in the science of reading. ➢ The Department provides literacy professional development in accordance with the Board's developed plan and aligned to the IDA Knowledge and Practice Standards. Professional development sessions include: o Training videos designed to increase educators' assessment knowledge and guides them in using assessment and other student data to differentiate instruction. o Training on evidence-based literacy instruction strategies for special populations of students, including English learners, students with learning difficulties (including those with specific learning disabilities such as dyslexia, dysgraphia, etc.), and students identified for interventions. o Job embedded, sustained professional development in early reading foundations and literacy skills through the Idaho Coaching Network (ICN). ➢ The Department provides support to districts and schools in identifying appropriate, high quality professional development partners, vendors, and opportunities.
Districts, Schools, Classrooms	➢ District and school leaders provide professional development that is aligned to the IDA Knowledge and Practice Standards and addresses critical practices for literacy development, including systematic and explicit instruction, assessment and data, and use of assistive technologies. ➢ District and school leaders ensure that teachers, coaches, and paraprofessionals providing literacy interventions to students are trained on instructional practices grounded in the science of reading and are prepared to address the needs of all students, including those with learning difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.). ➢ Districts and schools provide training to educators (teachers, coaches, and paraprofessionals) based on their knowledge, experience, and success in implementing practices grounded in the science of reading. Those who excel are given opportunities for advanced learning and leadership.

Districts, Schools, Classrooms	➢ Districts and school leaders proactively adjust structures and schedules to ensure teachers have opportunities to engage in sustained, job-embedded professional development. ➢ District and school leaders ensure that any professional development or training on literacy provided by outside entities is appropriately grounded in the science of reading. ➢ When appropriate and feasible, districts and schools partner with other districts/schools to facilitate collaborative professional development, including regional trainings and cross-school professional learning communities. ➢ When possible, districts and schools invite early education providers to combined early grades professional development to enhance collaboration and alignment efforts.
Higher Education	➢ Institutions of Higher Education partner with the state, districts, and schools to provide high quality professional development grounded in the science of reading and aligned to the IDA Knowledge and Practice Standards.
Community and Home	➢ When invited, early learning providers engage with districts and schools for combined early grades professional development and collaboration. ➢ When possible, out-of-school time providers, libraries, and other community agencies engage with districts and schools to share resources for literacy-focused professional development.

ASSESSMENT AND DATA

As stated in the book *Making Assessments Matter Using Test Results to Differentiate Reading Instruction* by Nonie Lesaux and Sky Marietta, in order to promote reading achievement, educators need to have a comprehensive assessment system *(a coordinated and comprehensive system of multiple assessments; as defined by the US Department of Education)* approach that includes action steps to link assessment results to the day-to-day instruction in the classroom. Literacy assessments, when properly used, can be the difference between a child receiving the help he or she needs or continuing to struggle as a reader.[23]

Valid and reliable assessment is a necessary component of literacy instruction.

Meaningful assessment data in the hands of knowledgeable teachers is a powerful tool in meeting students' individual needs.

The State Board of Education believes that a statewide comprehensive assessment system is a critical component in implementing sound instructional practices and improving student achievement. A comprehensive assessment system includes screening, diagnostic, formative, interim, and summative assessments used for specific purposes in an integrated manner to improve teaching and learning. Idaho's statewide comprehensive assessment system includes standardized assessments aligned to the Idaho State Content Standards for English Language Arts/Literacy (ELA/L), including the Idaho Reading Indicator (IRI) by *Istation* for students in kindergarten through third grade and the Idaho Standards Achievement Test (ISAT) by *Smarter Balanced* in ELA/L for students in grades three through eight and ten. Data from statewide assessments is best used in combination with diagnostic assessments, classroom assessments, and teacher observations. Additionally, data is used to inform stakeholders of the effectiveness of instructional programs, practices, and interventions within classrooms and schools.

Previous and Current Implementation

- The State has implemented interim and summative assessments in ELA / Literacy through its contract with the *Smarter Balanced Assessment Consortium* since the 2014-2015 school year.
- The Department has and continues to provide ongoing targeted professional development to districts and schools to support the implementation of a comprehensive assessment system and supports educators in using data to inform instruction and improve outcomes for students.
- In 2016, based on feedback from the Literacy Implementation Committee and the Early Literacy Assessment Working Group, the Board requested that the Department issue a Request for Proposals (RFP) for a new literacy assessment which would evaluate a broader range of literacy skills. The IRI by *Istation* was administered to all students beginning in the 2018-2019 school year.
- In 2018-2019, the Department launched new report cards (idahoschools.org) that include data (IRI, ISAT, English Learner assessment, etc.) at the state, district, and school levels.

[23] Lesaux & Marietta, 2012

To accomplish continued growth in this work, the following next steps shall be implemented:

ASSESSMENT AND DATA	
GOAL 1	Use a comprehensive assessment system that is appropriately aligned to the Idaho Content Standards to integrate meaningful literacy data into instruction and intervention practices, including the following (please see definitions sections for more details): • Screener Assessment(s) • Diagnostic Assessments(s) • Progress Monitoring Assessments • Formative Assessments • Interim Assessments • Summative Assessment
Group Responsible	**Next Steps**
State	➢ The State continues to provide resources and support for implementation of a comprehensive assessment system aligned to Idaho's English Language Arts/Literacy State Content Standards. ➢ The State provides resources to support districts and schools in their efforts to administer assessments in a manner that minimizes instructional disruptions (example: additional computers for assessment to allow labs to be used for instructional purposes). ➢ The Board provides templates to support districts and schools in creating LEA Literacy Intervention Program Plans and students' individual reading plans. ➢ The Department provides guidance to districts and schools regarding how to use IRI by *Istation* data to identify students at risk of reading difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.). ➢ The Department provides targeted resources to districts and schools when assessment data indicates the district/school needs support.
Districts, Schools, Classrooms	➢ District and school educators continue to implement a comprehensive assessment system. ➢ Districts develop and implement systems and practices to engage all educators (administrators, classroom teachers, special education, Title I, and paraprofessionals) in collaboratively using data to identify and provide strategic, cohesive interventions for students who need extra support. ➢ Educators use IRI data to identify students at risk for reading difficulties. ➢ Educators administer diagnostic assessment(s) when appropriate to clarify the needs of students identified as at risk for reading difficulties (including those with specific learning disabilities such as dyslexia and dysgraphia). ➢ Educators disaggregate and analyze data to drive instruction and guide the development of individual reading plans for students not scoring "At Grade Level" (proficient) on the IRI. ➢ Educators use progress monitoring assessments to determine if students are making appropriate progress towards developing grade-level literacy skills. ➢ Teachers provide parents/guardians with students' assessment results in a timely manner; inform parents of the meaning of the results and how to support learning at home; and engage parents in using data to develop students' individual reading plans.

Community and Home	➢ When feasible, early learning providers work with their local school district and/or Department of Health Welfare regional or local office to receive training on administering literacy screening assessment (such as the Get Ready to Read Screening Tool). ➢ Early learning providers who have completed training conduct screening to identify students who may need additional support, including those with learning disabilities (dyslexia, dysgraphia, etc.), and refer them for additional diagnostics and support. ➢ Medical providers utilize screening in well checks to indicate signs of developmental delays that may affect learning and literacy skills development and provide parents with information regarding where and how to get additional diagnostics and support.
GOAL 2	Support teacher candidates in building strong assessment knowledge by integrating research methods, statistics, and assessment literacy coursework into educator preparation.
Group Responsible	**Next Steps**
State	➢ The Board ensures that state reviews of educator preparation programs include an evaluation of the inclusion of assessment literacy within the educator preparation process. ➢ The Department shares information with educator preparation programs and IHELP about the state's comprehensive assessment system and aligned resources in order to improve assessment literacy of pre-service teachers.
Districts, Schools, Classrooms	➢ Districts and schools work with higher education to ensure that assessment practices are integrated into student teaching and mentoring of new teachers.
Higher Education	➢ Institutions of Higher Education prepare teacher candidates to assess students appropriately using screeners, diagnostics, curriculum-based measures (CBM), and other formative assessments and ensure pre-service teachers understand how to interpret and use data to guide instruction. ➢ Institutions of Higher Education integrate research methods (how to identify sound research and read and interpret findings) into educator preparation coursework. ➢ Institutions of Higher Education ensure that all field experiences (field study, clinicals, student teaching, etc.) integrate regular practice in using assessments and data to drive instruction.
GOAL 3	Provide practicing educators with assessment literacy professional development to ensure effective integration of assessments and data into instructional practice.
Group Responsible	**Next Steps**
State	➢ The Department provides professional development and technical assistance to districts and schools on how to utilize data from a comprehensive assessment system to effectively plan and deliver instruction and interventions. ➢ The Department provides professional development and resources focused on assessment literacy, including using the right assessment for the right purpose.

Districts, Schools, Classrooms	➢ District leaders provide training and support to educators in assessment data analysis to inform instruction and provision of interventions grounded in the science of reading. ➢ District and school leaders provide parents/guardians with information regarding the assessments being used and how the data is interpreted and used to guide instruction and interventions.
Higher Education	➢ Institutions of Higher Education support educators in developing assessment and data-use knowledge through professional development and ongoing coursework.
Community and Home	➢ Parents/guardians take advantage of opportunities to learn about the assessments being used in local schools and how assessments inform instruction and interventions.

EFFECTIVE INSTRUCTION AND INTERVENTIONS

Effective instruction and interventions are critical in supporting students' development of strong literacy skills. Educators need to be knowledgeable of the science of reading research and effective strategies to continually provide the best support to all students, especially those from diverse backgrounds and those who struggle to develop grade-level literacy skills. The IDA Knowledge and Practice Standards provides guidance regarding effective literacy instruction aligned to the science of reading.

Examples of Effective Reading Instruction[24]	
Reading Component	**Example of Instruction**
Phonemic Awareness	Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, and left-to-right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate.
Phonics	Effectively teach all steps in an explicit phonics lesson. (For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.)
Fluency	Provide ample opportunities for student(s) to read connected text daily, with appropriate feedback on decoding errors.
Vocabulary	Adopt and use a routine for introducing and providing practice with new word meanings.
Comprehension	Plan and deliver comprehensive listening and/or reading comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that fit the text.

Previous and Current Implementation

- The legislation created by the Board and adopted by the Legislature in 2016 requires students in kindergarten through third grade who do not score proficient on the fall IRI to receive 30 or 60 hours of literacy intervention (depending on their score).
- The Legislature has provided increased and ongoing funding for literacy interventions.
- Governor Brad Little has made early literacy a key initiative, and requested increased funding from the legislature in 2018, which was appropriated.
- The Department developed and provided materials to support districts, schools, and teachers to deliver effective evidence-based instruction.
    - Idaho trainer materials based on the Institute of Educational Sciences (IES) practice guides for Adolescent Literacy and Effective Literacy and English Language Instruction for English learners.
    - Through the curriculum review process, the Department ensures Idaho districts and schools have access to adopt high quality reading curriculum at a state-contracted cost.
    - Job-embedded professional development through the Idaho Coaching Network to build teacher leaders in literacy

[24] International Dyslexia Association, 2018

- Targeted online professional learning linked to the science of reading through an online course designed to highlight the Five Essential Reading Components.
- Sustained professional learning for special education professionals through the State Systematic Improvement Plan (SSIP).
- Targeted language use and development online program through Imagine Learning for English learners.

To accomplish continued growth in this work, the following next steps shall be implemented:

EFFECTIVE INSTRUCTION AND INTERVENTIONS	
GOAL 1	Educators have a strong understanding of the science of reading and use systematic, explicit instruction to build all students' foundational reading skills and ensure they are progressing.
Group Responsible	**Next Steps**
State	➢ The State continues the implementation of a cohesive state literacy policy that includes providing clear academic content standards that ensure equity of opportunity and academic achievement for all learners. ➢ The Board and Department support laws, policies, and practices designed to ensure that instruction is grounded in the science of reading, students are provided a strong early start in literacy, and those who demonstrate reading difficulties (including those with specific learning disabilities such as dyslexia or dysgraphia) receive effective interventions. ➢ The Department releases appropriate resources (guides, etc.) aligned to the Comprehensive Literacy Plan, including specific guidance regarding instructional and intervention strategies grounded in the science of reading.
Districts, Schools, Classrooms	➢ District and school leaders understand the science of reading, stay current on research, and demonstrate a willingness to adjust structures and systems in schools to apply best practices and encourage innovation (such as flexible grouping, in-class tutoring, etc.). ➢ Districts are diligent and thorough in their adoption of curriculum aligned to the K-3 foundational reading skills, as outlined in the Idaho K-5 State Content Standards. District leaders evaluate their core programs to ensure they are aligned to the science of reading. ➢ Districts and school leaders ensure literacy instruction addresses all aspects of literacy, including oral language skills, the Five Essential Reading Components, and writing. ➢ District and school leaders support teachers and paraprofessionals in developing and applying their knowledge of the science of reading through systematic, explicit instruction and appropriate interventions to ensure all students gain grade-level literacy knowledge and skills (including those with learning difficulties or specific learning disabilities). ➢ Districts and school leaders provide all stakeholders with information about the standards and curriculum and the difference between them. ➢ Teachers recognize the importance of writing practice and provide frequent opportunities for students to develop writing skills.

Districts, Schools, Classrooms	➢ Districts and schools provide information to parents/guardians about how to support their children's literacy development, including signs of learning difficulties or specific learning disabilities (dyslexia, dysgraphia, etc.).
Higher Education	➢ Institutions of Higher Education ensure teacher candidates have a strong understanding regarding how to apply the K-3 foundational reading skills, as outlined in the Idaho K-5 State Content Standards, with all students. ➢ Institutions of Higher Education ensure teacher candidates have knowledge of research methods and can demonstrate the ability to apply the science of reading into practice. ➢ Institutions of Higher Education ensure that teacher candidates understand the process of explicitly teaching writing, including the process of pre-writing, drafting, editing, and publishing. ➢ Institutions of Higher Education prepare teachers candidates to integrate writing to strengthen content reading and reading to strengthen content writing. ➢ Institutions of Higher Education support practicing educators in gaining or improving their knowledge of current research and instructional and intervention practices grounded in the science of reading through professional development and/or ongoing coursework.
Community and Home	➢ Community agencies work with early learning providers to increase use of the Idaho Early Learning Guidelines statewide.
GOAL 2	Teachers use available information about their students, including assessments, school records, individual reading plans, other learning plans, and information from previous teachers and parents, to individualize instruction and address students' needs.
Group Responsible	**Next Steps**
State	➢ The Board and Department provide guidance to districts and schools regarding information to be transferred when a student switches districts, schools, or classrooms within a school year or progresses to the next grade.
Districts, Schools, Classrooms	➢ Districts and schools implement coherent systems of instruction with clear learning outcomes that provide consistency for students and teachers and maximize learning. ➢ District leaders support expansion and ongoing renewal of school libraries. ➢ Teachers leverage library resources and personnel to supplement literacy instruction and ensure students have access to literature. ➢ Teachers and paraprofessionals engage in meaningful transition planning within and between grade levels to ensure teachers are fully informed of students' current learning status and individual instructional needs.
Higher Education	➢ Institutions of Higher Education provide subject-matter expertise to the state, districts, and schools to support efforts to individualize literacy instruction based on the science of reading.
Community and Home	➢ Early learning providers build relationships with school districts and schools to facilitate sharing of information regarding students and how they learn in order to aid in improved preschool to kindergarten transitions.

GOAL 3	Implement a focused, multi-tiered system of supports (MTSS) to identify struggling readers for intervention. Implement student interventions that are grounded in the science of reading, provided by appropriately trained instructors, and are aligned to the district's Literacy Intervention Program Plan.
Group Responsible	**Next Steps**
State	➢ The State provides continued funding to districts to support literacy initiatives, including targeted interventions. ➢ The Department provides training to secondary schools on early warning systems.
Districts, Schools, Classrooms	➢ District and school leaders ensure effective core instruction grounded in the science of reading that maintains the majority of students (approximately 80% or more) at or above grade level. ➢ Districts and schools implement a system of intervention that provides additional targeted reading instruction based on the students' diagnosed needs and consistent with core instruction. o Secondary schools have an early warning system in place and ensure students not at grade level continue to receive needed support. ➢ Schools provide Tier 2 and Tier 3 support, as required, that is consistent and coherent with core reading instruction, ensuring that interventions provided supplement and do not supplant core instruction. ➢ Schools adjust staffing to ensure that, whenever possible, highly qualified and trained staff deliver reading interventions to students with reading difficulties, including those with specific learning disabilities (dyslexia, dysgraphia, etc.). ➢ Educators work collaboratively with each other and students' parents/guardians to develop individual reading plans, when required, and ensure they are effectively implemented. ➢ Teachers and paraprofessionals utilize progress monitoring to support data-based decision making regarding students' interventions.
Higher Education	➢ Institutions of Higher Education ensure teacher candidates are prepared to provide effective literacy intervention to struggling readers, including those with learning difficulties. ➢ Institutions of Higher Education integrate content regarding effective implementation of MTSS (all tiers) into educator preparation coursework.
GOAL 4	Students receiving special education services, including those with identified learning difficulties or specific learning disabilities (dyslexia, dysgraphia, etc.) are provided effective literacy instruction grounded in the science of reading and aligned to their individual education plans.
Group Responsible	**Next Steps**
State	➢ The Department provides ongoing professional development to support general and special education teachers as part of Idaho's State Systemic Improvement Plan. ➢ The Department provides instructional guidance, including specific strategies on how to identify and support students with specific learning disabilities (dyslexia, dysgraphia, etc.).

State	➢ The state provides training and support through Idaho Special Education Support and Technical Assistance (SESTA) to ensure educators (teachers, paraprofessionals, etc.) are aware of the characteristics of specific learning disabilities, are able to identify them, and know what to do if they suspect a student needs additional diagnosis and/or support.
Districts, Schools, Classrooms	➢ District and school leaders ensure special education teachers have access to and support in receiving in-depth training to address the needs of students with specific learning disabilities (dyslexia, dysgraphia, etc.). ➢ District and school leaders ensure educators are communicating across programs (general education, special education, etc.) and that core instruction, interventions, and special education instruction are cohesive and grounded in the science of reading.
Higher Education	➢ Institutions of Higher Education include coursework in educator preparation that ensures all teacher candidates have knowledge regarding how to identify characteristics of specific learning disabilities (dyslexia, dysgraphia, etc.) and provide appropriate support to students.
Community and Home	➢ Idaho Child Find integrates information about developmental challenges, including early characteristics of specific learning disabilities (dyslexia, dysgraphia, etc.) and educates parents on what to watch for at home. ➢ Medical providers integrate screening for developmental delays and specific learning disabilities (dyslexia, dysgraphia, etc.) into their well checks and provide parents with information on how to get additional testing and/or support.
GOAL 5	Provide effective literacy development support to English learners aligned with the English Language Development Standards (WIDA Standards).
Group Responsible	**Next Steps**
State	➢ The State provides continued support and resources to English Learner programs. ➢ The Board ensures that the English Language Development Standards are appropriate and adopts updates to the standards as necessary. ➢ The Department provides effective professional development opportunities on the implementation the English Learner State Standards (with emphasis on updates), the stages of language acquisition, and the correlation to literacy in the first or second language.
Districts, Schools, Classrooms	➢ District and school leaders provide professional development to teachers on the English Language Development Standards and their alignment to the Idaho Content Standards, including grade cluster key language uses, language expectations, and proficiency level descriptors. ➢ District and school educators provide targeted support to English learners using knowledge of the progression of literacy development for multi-lingual learners. ➢ District and school educators provide engagement opportunities to parents/guardians of English learners to promote literacy, including collaboration with their network of support (non-profits, out-of-school providers, specialists, etc.).

Higher Education	➢ Institutions of Higher Education ensure teacher candidates are prepared to integrate the English Language Development Standards into their instructional practice, to support any English learners within their classrooms.
Community and Home	➢ Libraries, non-profits and other community agencies implement activities focused on reaching English learners and their families, and promote the development of strong literacy skills, including literacy in their dominant (first) language.
GOAL 6	Ensure consistency and coherency of literacy instruction between programs in districts and schools (general education, interventions, special education, Title I, EL program, etc.) and integrate literacy instruction into all content areas.
Group Responsible	**Next Steps**
State	➢ The State supports districts and schools in creating schedules that maximize instructional and educator collaboration time.
Districts, Schools, Classrooms	➢ District and school leaders establish systems and practices that facilitate communication and collaboration of educators across programs and content areas to promote instructional coherence, ongoing learning, and application of the science of reading. ➢ District and school leaders make strategic decisions to increase integration of literacy instruction in all content areas (i.e. English, math, science, social studies, history, etc.). ➢ Teachers and paraprofessionals work in cross-subject teams to effectively integrate strong literacy instruction into all content areas.
Higher Education	➢ Institutions of Higher Education ensure that graduate programs designed to train school administrators include content about instructional coherence across educational programs (general education, interventions, special education, Title I, EL program, etc.). ➢ Institutions of Higher Education ensure that educator preparation programs (for administrators and teacher candidates) include content about integrating literacy instruction into all content areas.

SECTION IV:

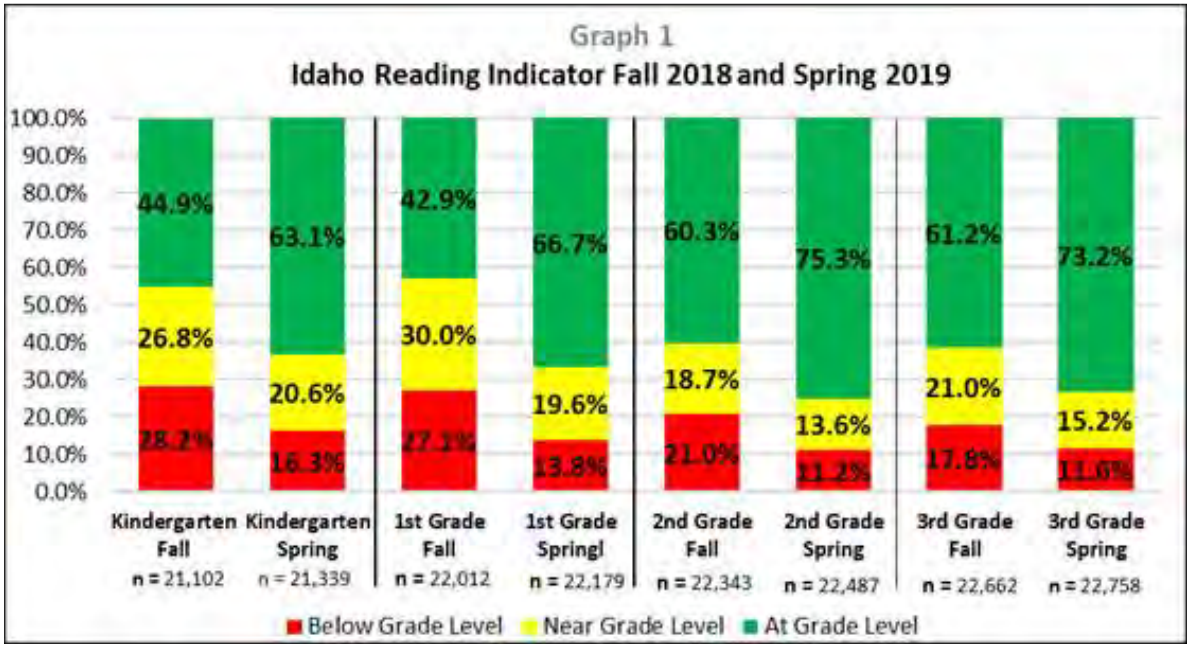
STUDENT PERFORMANCE DATA

Purpose of This Section

This section provides information regarding the performance of Idaho students on standardized assessments in English Language Arts/Literacy. It includes graphical representations of student performance, as well as data analysis.

IDAHO READING INDICATOR (IRI)

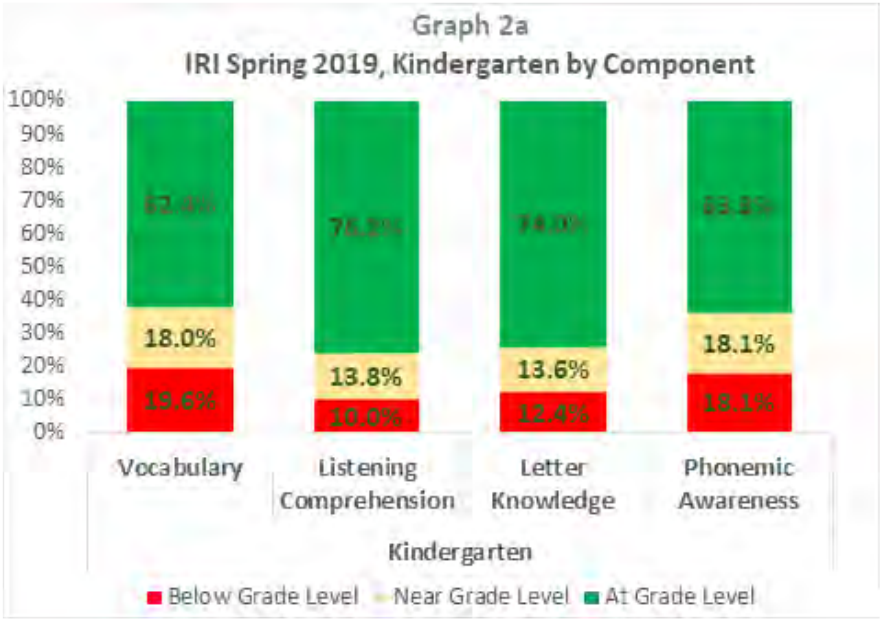
The Idaho Reading Indicator (IRI) is used as both a screener and diagnostic that measures reading skills including: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, and Text Fluency. IRI data is reported in three levels; at grade level, near grade level, and below grade level.[25] Information regarding the assessment's technical specifications and which subtests are normed for each grade level is available in *Istation's Indicators of Progress (ISIP) Early Reading Technical Report*.[26] Graphs 1 through 4 show IRI performance data for the 2018-2019 school year.

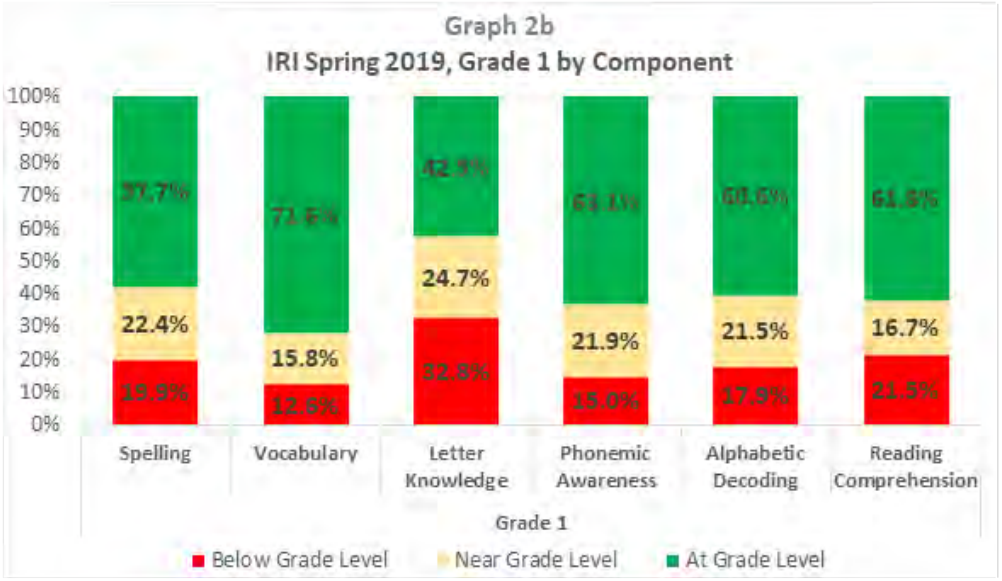


Graph 1 Analysis

- All grades show substantial improvement in the percentage of students reading at grade level from fall to spring.
- However, by the end of 3rd grade, roughly one quarter of students are still not reading at grade level.

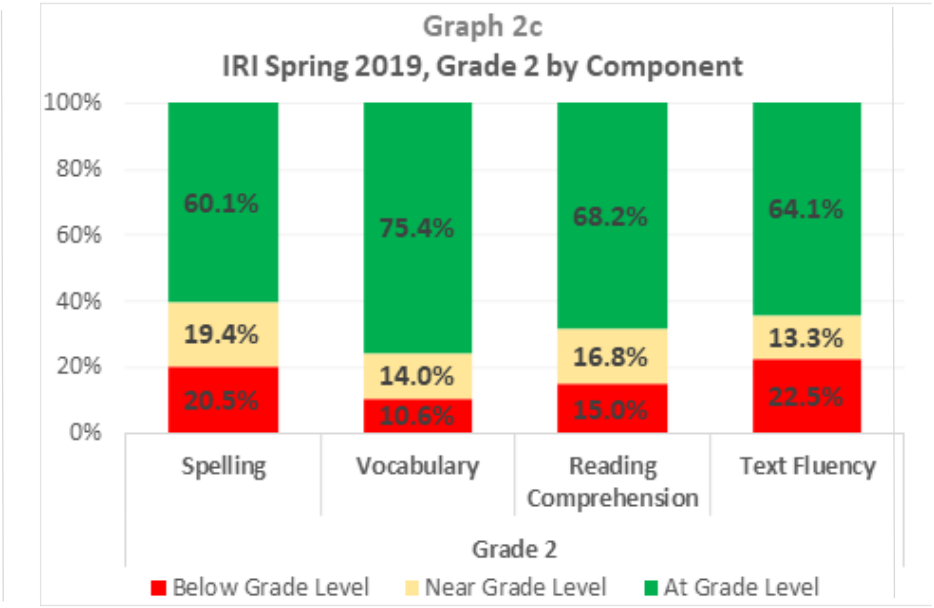
[25] State Department of Education, 2020, Student Achievement Report
[26] Mathes, Torgeson & Herron, 2016

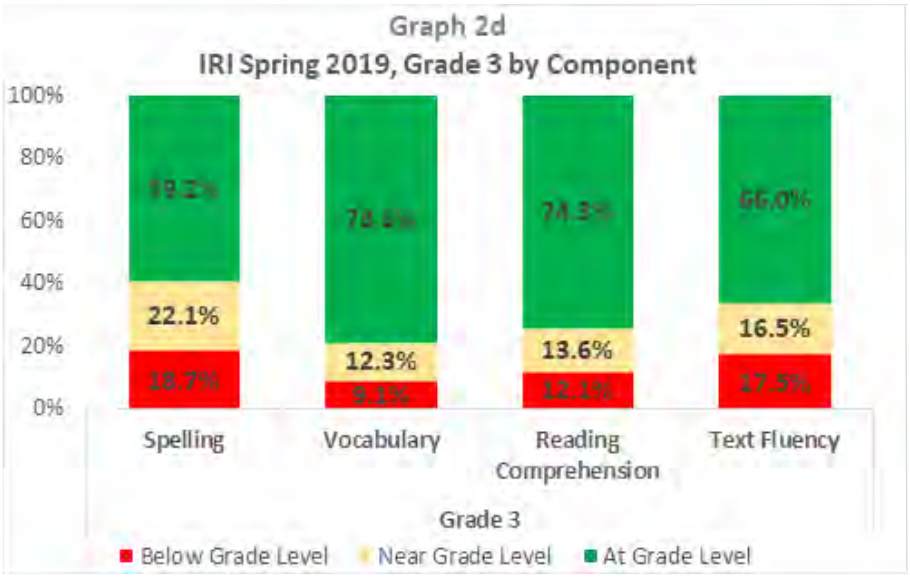




Graphs 2a and 2b Analysis

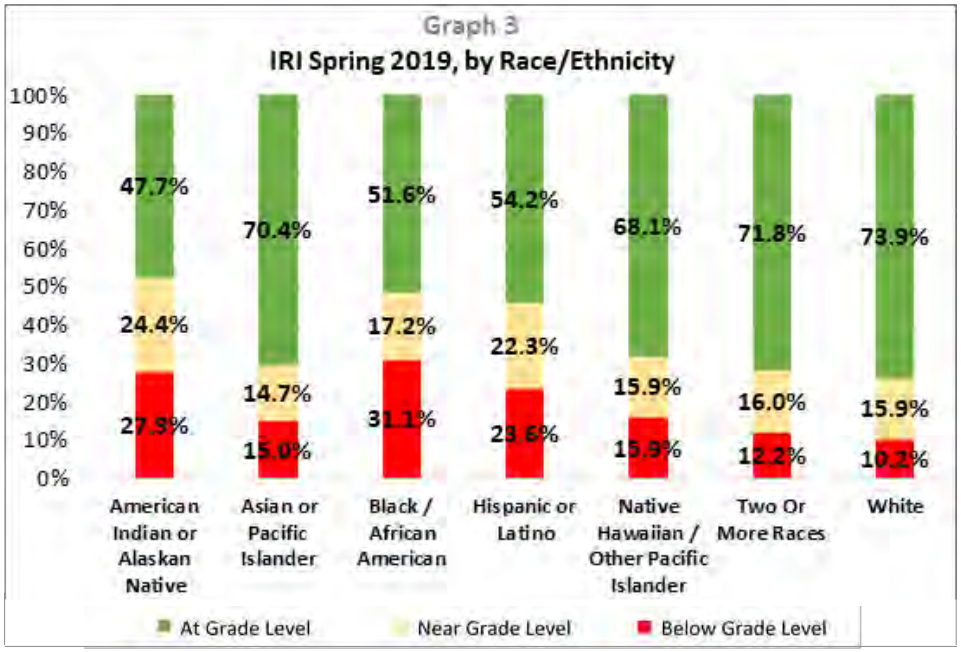
- Kindergartners scored highest in listening comprehension (76.2%) and letter knowledge (74%) subtests.
- The percentage of kindergarten and first grade students at grade level in phonemic awareness was nearly identical (63%).
- Vocabulary proficiency was lowest in kindergarten (62%), but showed the highest proficiency rate for first graders of any subtest (71.6%).
- While only 12.4% of kindergartners were below grade level in letter knowledge, the percentage below grade level was larger in first grade (32.8%).
- First grade has the largest number of subtests, as it includes assessment of emerging literacy skills (letter knowledge, phonemic awareness), as well as those that reflect that a student has already developed basic reading skills (spelling, reading comprehension).

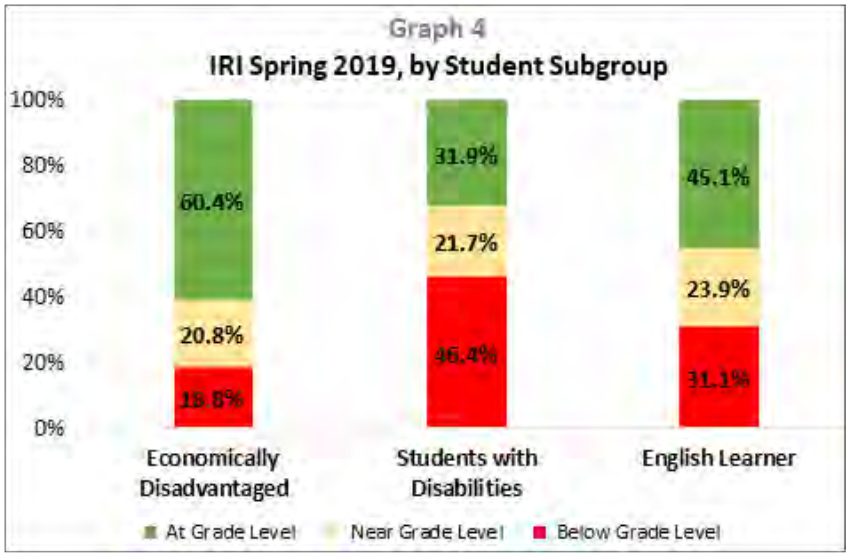




Graphs 2c and 2d Analysis

- Grades 2 and 3 have the same subtests: spelling, vocabulary, reading comprehension, and text fluency, and no longer include subtests that assess emerging literacy skills (letter knowledge, phonemic awareness).
- Vocabulary was the subtest with the highest percentage of students at grade level for both second (75.4%) and third grade (78.6%).
- In both second and third grade, 40% of students do not demonstrate grade-level spelling skills.
- The percentage of students at grade level in reading comprehension was higher in second grade (74.3%) than second grade (68.2%).
- Conversely, at the end of grade 3, 25% of students were not yet demonstrating grade-level reading comprehension skills.
- In spring of grade 3, 34% of students are not able to demonstrate grade level text fluency skills (rate and ease of reading).





Graph 3 Analysis

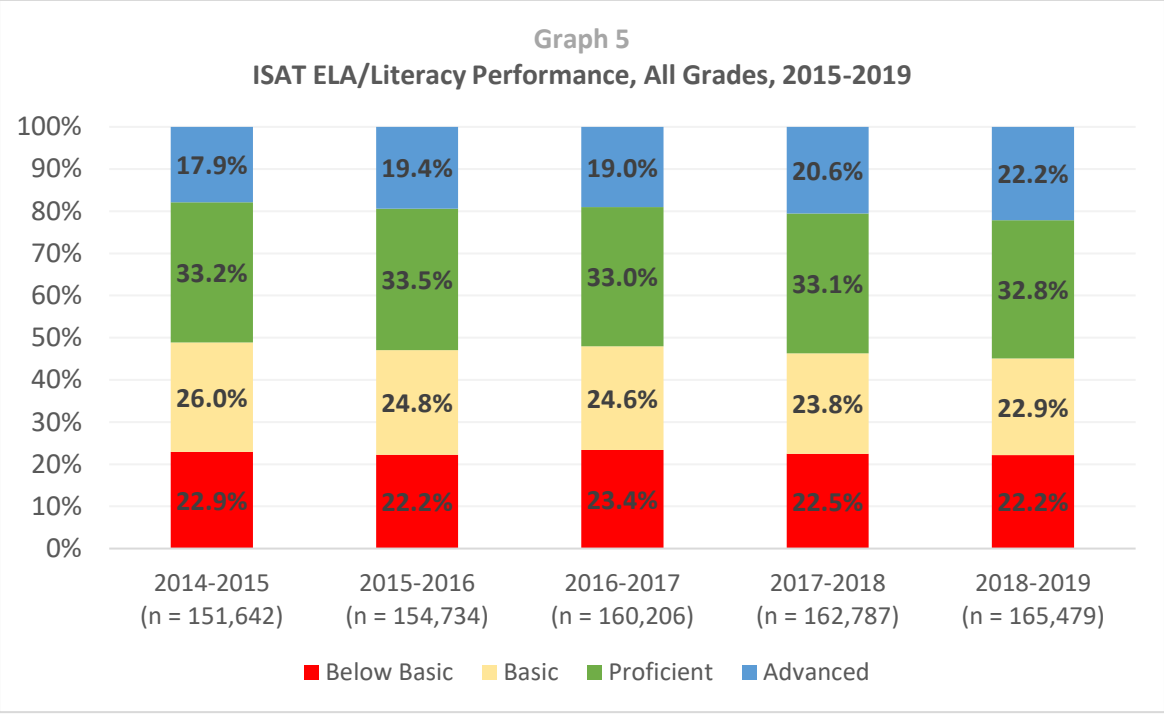
- Graph 3 data reflects all grades, K-3
- There are substantial differences in the share of students at grade level on the IRI by ethnicity, ranging from 47.7% of American Indian / Alaska Native students to 73.9% of White students.
- For comparison, spring IRI statewide proficiency rate for all grades was 70.4% (SDE, 2018-2019 Student Achievement Report).
- Asian, Multiracial, and White students met or exceeded the state average.
- Hispanic or Latino students (Idaho's largest minority group) had a proficiency rate 16.2 percentage points below the state average.

Graph 4 Analysis

- Graph 4 data reflects all grades, K-3.
- For comparison, spring IRI statewide proficiency rate for all grades was 70.4% (SDE, 2018-2019 Student Achievement Report).
- English learners, students with disabilities, and students from economically disadvantaged backgrounds all had proficiency rates lower than the state average.
- Students with disabilities had the greatest gap in percentage proficient (38.5 percentage points).

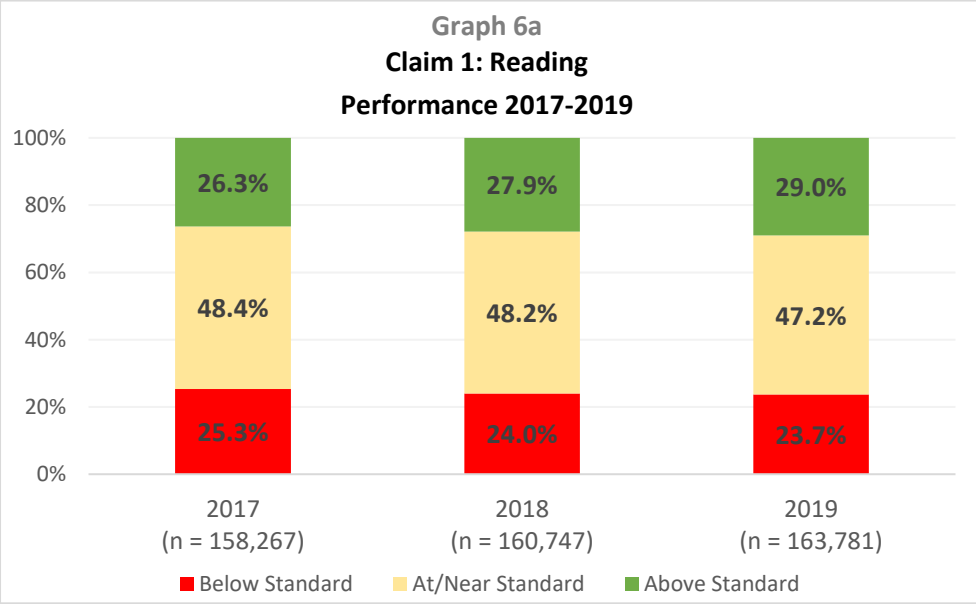
IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

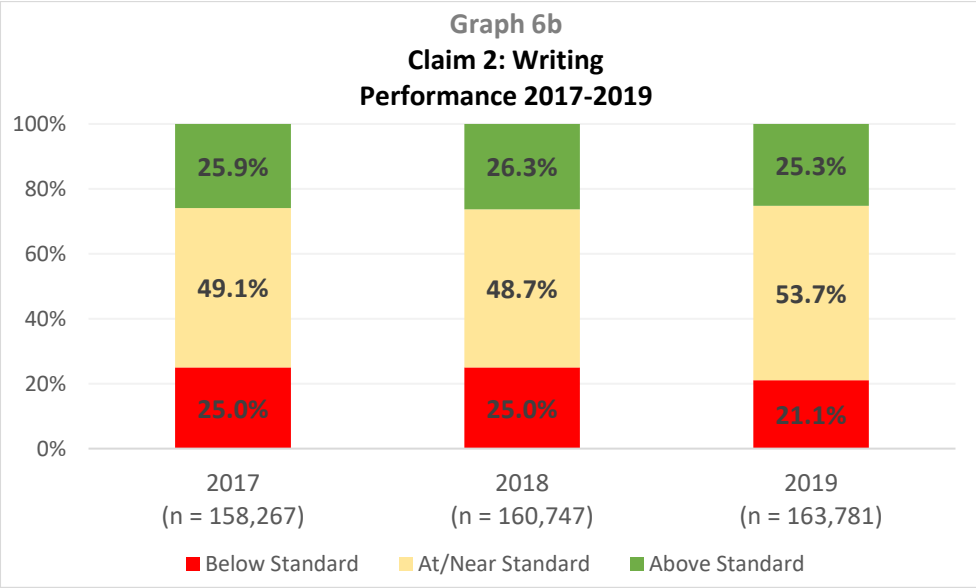
The Idaho Standards Achievement Test (ISAT) English Language Arts/Literacy (ELA/L) assessment measures students' skills in reading and writing through a computer adaptive portion (CAT) and a writing performance task (PT) portion. The ELA/L ISAT CAT and PT measure and report scores for four claims; reading, writing, listening, and research & inquiry in addition to the overall achievement level of below basic, basic, proficient, and advanced. Claims scores are reported relative to progress toward meeting standards; below standard, at/near standard, and above standard. Graphs 5 through 9 show ISAT ELA/L performance data from 2015-2019, including overall performance and by claim, grade, and student subgroups.



Graphs 5 Analysis

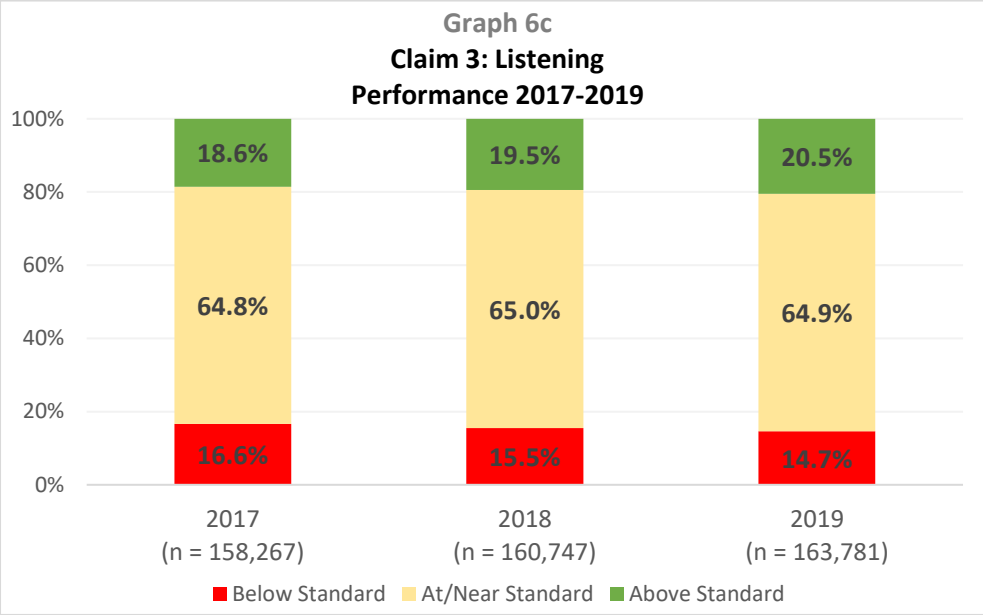
- The percentage of students scoring proficient or advanced (all students, grades 3-8, and 10) on the ELA/L ISAT has gradually, but steadily increased over the past 5 years.
- The percentage of students who scored advanced increased by 4.3 percentage points from 2015 to 2019.

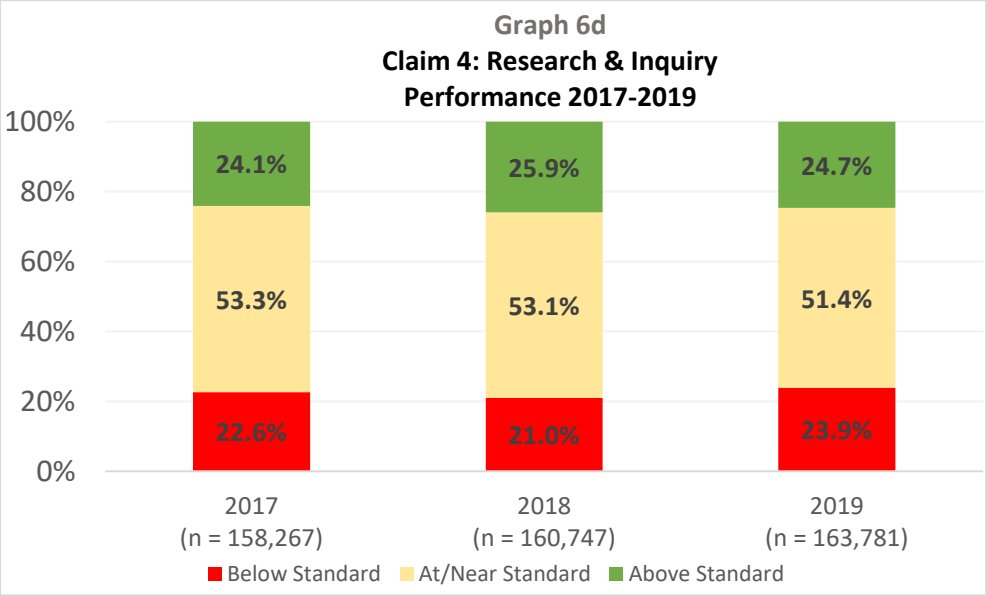




Graphs 6a and 6b Analysis

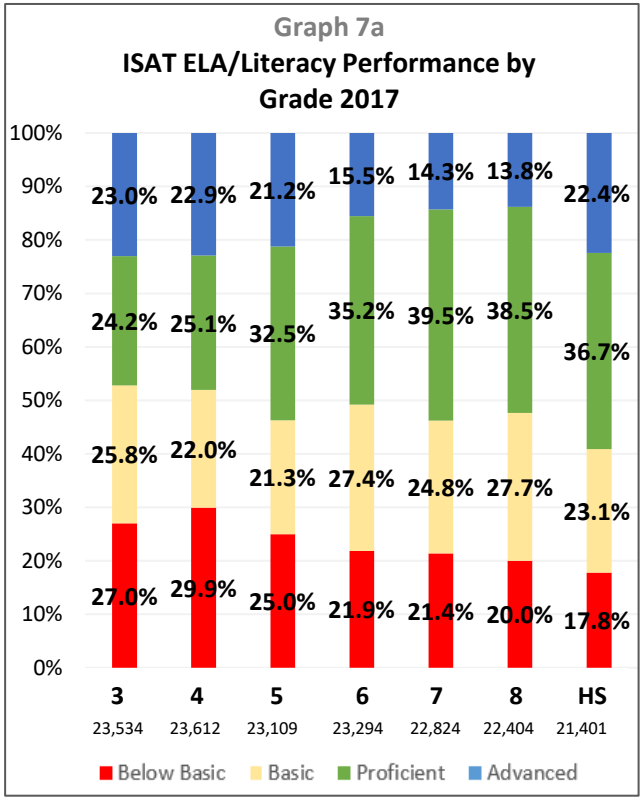
- Claim 1 Reading includes both literary and informational text. Claim 1 scores are reported from items within the computer adaptive test (CAT) portion of the ISAT ELA/L.
- Claim 2 Writing includes organization/purpose, evidence/elaboration, and conventions. Scores are derived from items both in the CAT and performance tasks (PT) portions of the ISAT ELA/L.
- From 2017 to 2019, between 25 and 30 percent of students performed Above Standard on both Claim 1 Reading and Claim 2 Writing.
- 21% to 25% of students have performed Below Standard in Claim 1 Reading and Claim 2 Writing for the past three test administrations.
- The percentage of students performing Below Standard dropped slightly from 2017 to 2019 for both Claim 1 Reading and Claim 2 Writing.
- The percentage of students who scored At / Near Standard in Claim 2 Writing increased by 5 percentage points to nearly 54% in 2019.

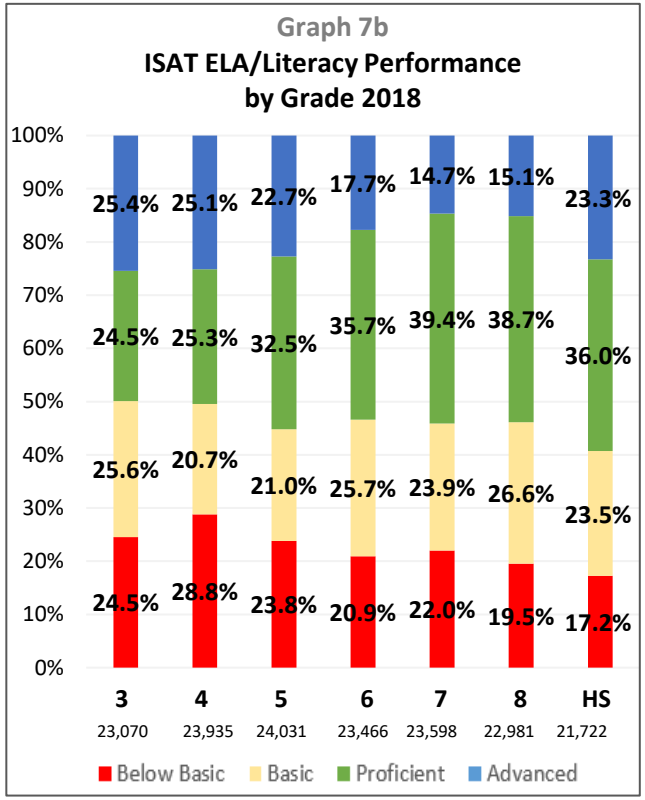


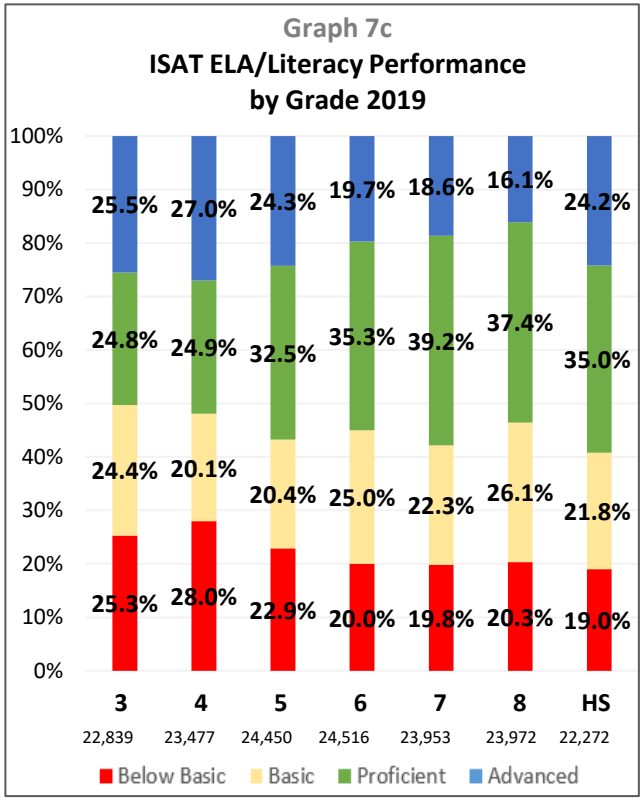


Graphs 6c and 6d Analysis

- Claim 3 Listening is measured through items in the CAT portion of the ELA/L ISAT.
- Claim 4 Research and Inquiry reported items are present in both the CAT and PT portions of the assessment.
- Between 18% and 25% of students performed Above Standard on ISAT Claim 3 Speaking and Listening and ISAT Claim 4 Research and Inquiry.
- Only 15% of students performed Below Standard on Claim 3 Speaking and Listening, while the majority of students (approximately 65%) were At/Near Standard.
- The percentage of students performing Below Standard has dropped slightly from 2017 to 2019 for all of the content areas (including Claim 3 Speaking and Listening) except Claim 4 Research and Inquiry, which had a slight increase in the percentage of students Below Standard.

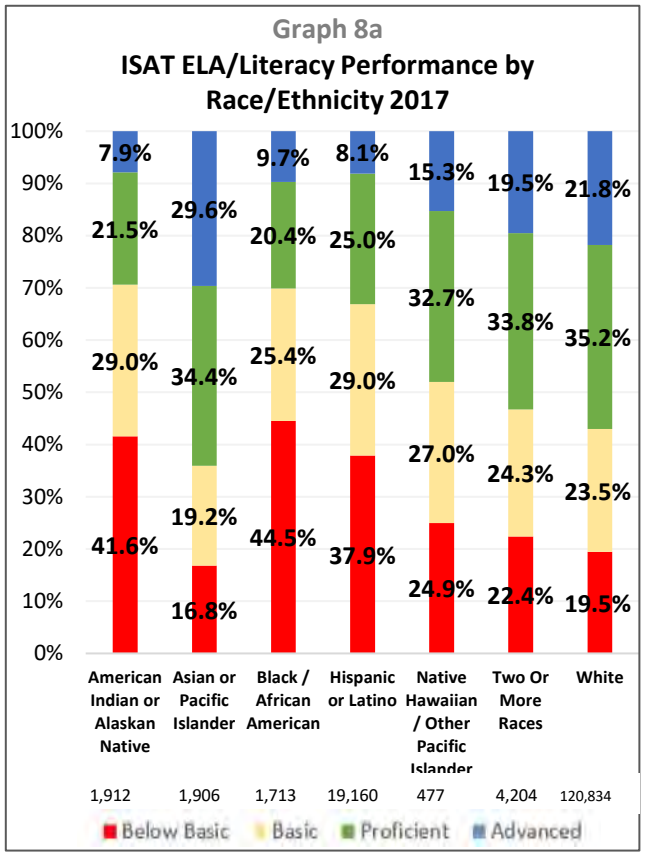


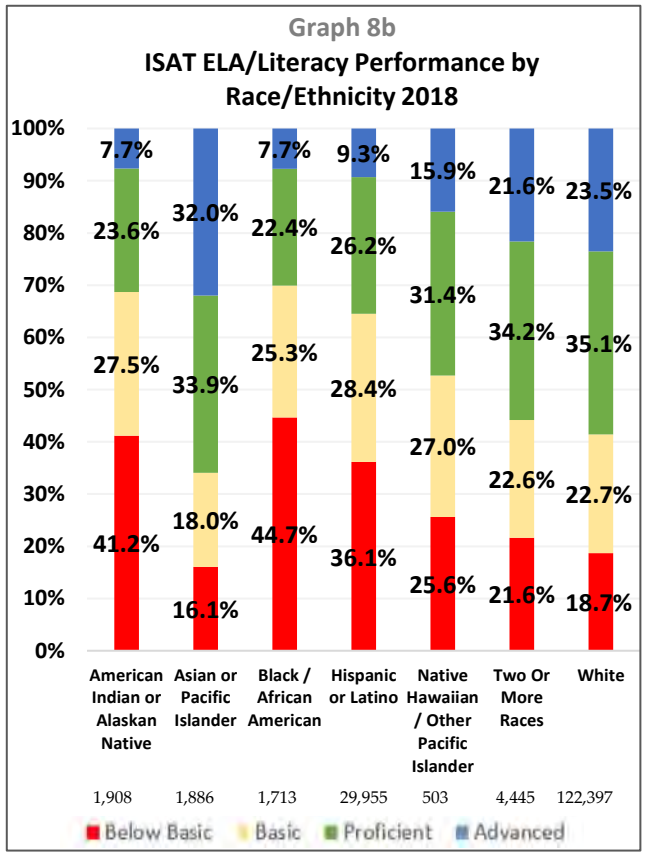


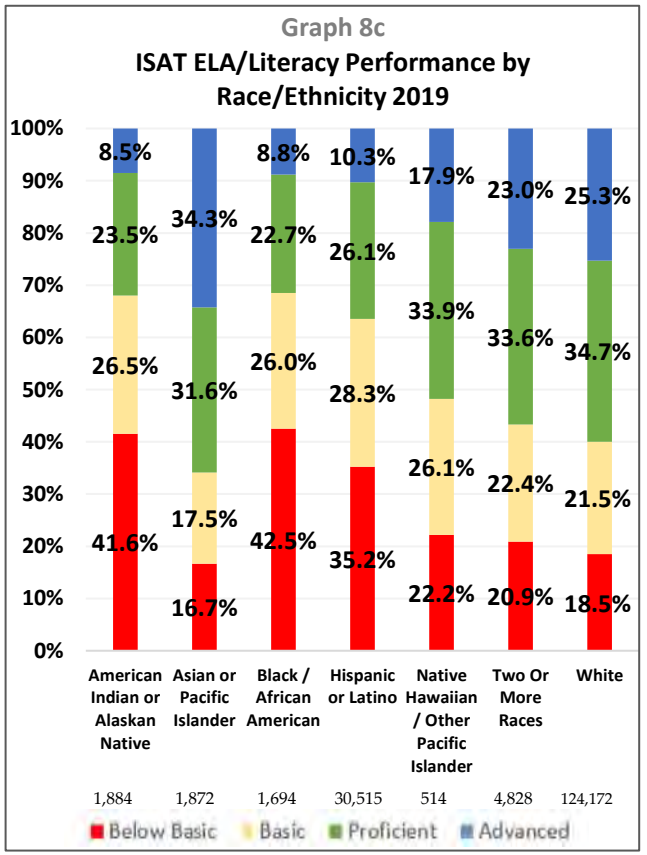


Graphs 7a through 7c Analysis

- There is a slight trend upward in the percentage of students scoring proficient or advanced in all grades from 2017 to 2019.
- From 2017 to 2019, all grades had an increase in the percentage of students who scored advanced.
- While performance improves each year and in each grade, the 2019 data shows 40% of 10th grade students are not demonstrating grade-level knowledge and skills on the ISAT ELA/L.

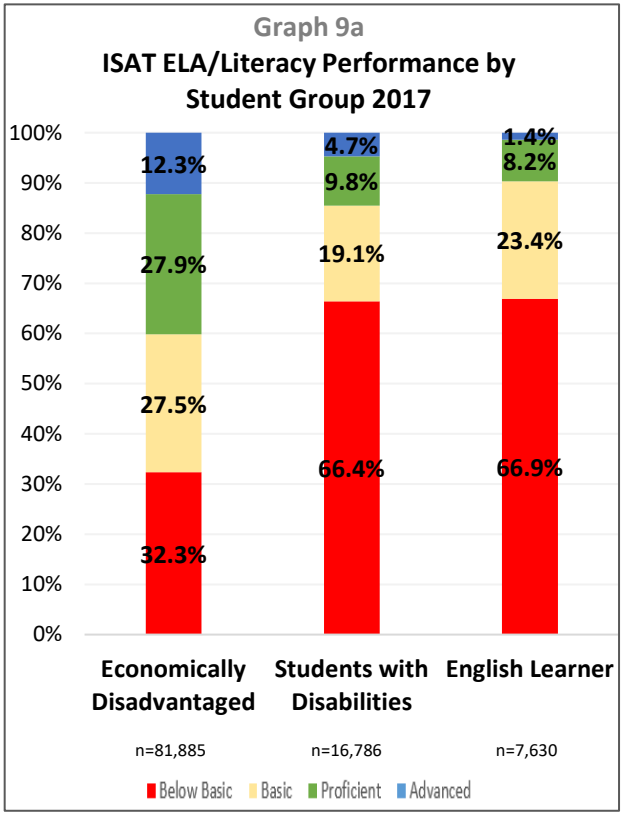


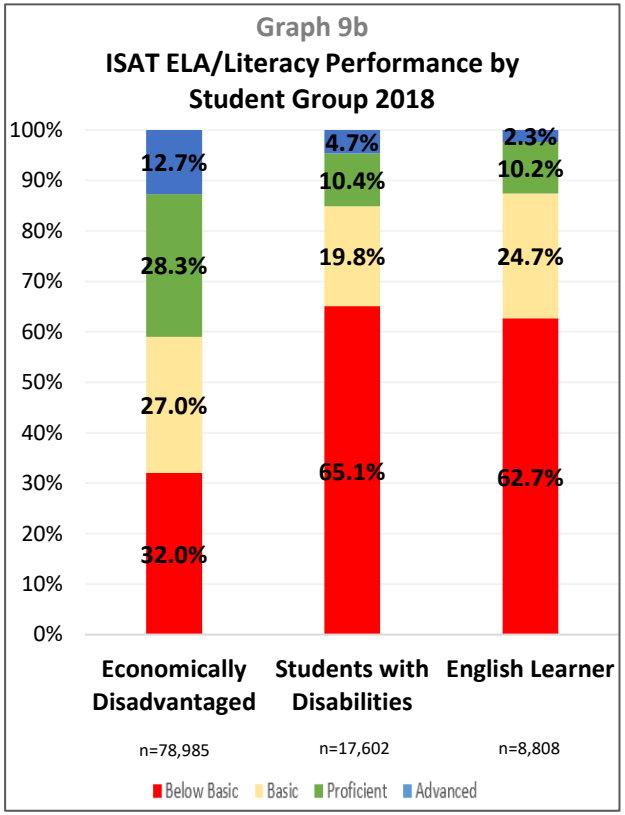


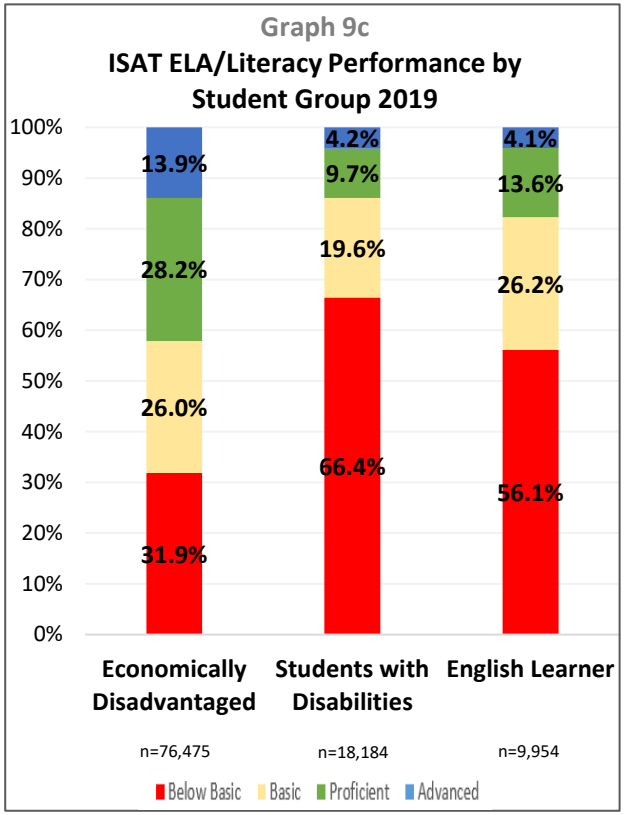


Graphs 8a through 8c Analysis

- For comparison, the proficiency rates for all students in 2017, 2018, and 2019 were 52.0%, 53.7%, and 55.6%, respectively.
- Asian or Pacific Islander, Multiracial, and White students had proficiency rates higher than the state average.
- American Indian or Alaskan Native students and Black / African American students had the highest percentage of students that scored below basic on the ISAT in 2017 through 2019.
- Hispanic or Latino students (Idaho's largest minority) that scored proficient or advanced varied from 33.1% in 2017 to 36.4% in 2019.







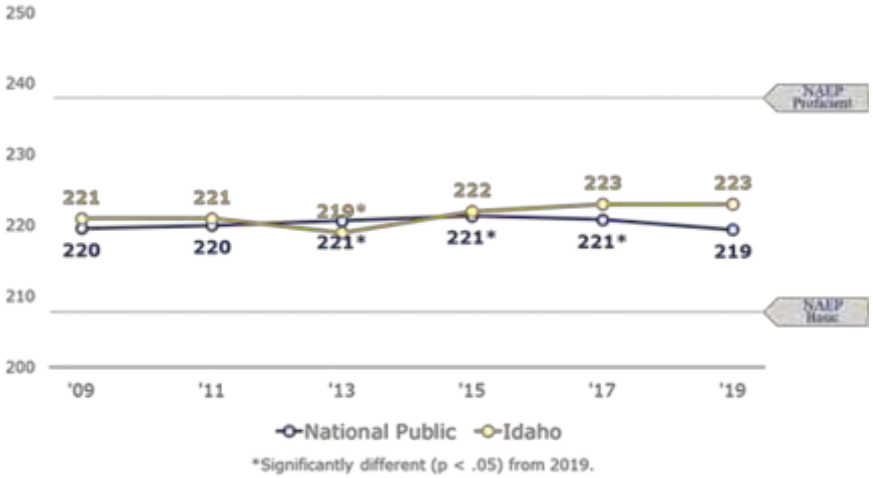
Graphs 9a through 9c Analysis

- For comparison, the proficiency rates for all students in 2017, 2018, and 2019 were 52.0%, 53.7%, and 55.6%, respectively.
- In all years, students from economically disadvantaged backgrounds had the highest proficiency rate, while students with disabilities had the highest percentage of students who scored below basic.
- Students may be included more than one of these groups (e.g. both Economically Disadvantaged and Students with Disabilities), so care should be taken in comparing the performance of these groups to each other.
- Changes in population year-to-year are apparent: the number of economically disadvantaged students decreased, English learners increased, and special education numbers remained stagnant. This makes it difficult to make comparisons across years.

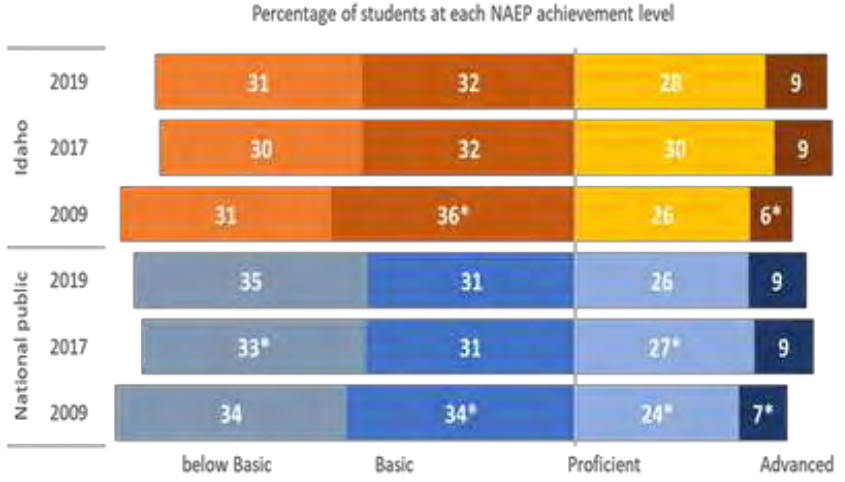
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is administered in grades 4 and 8. The assessment is administered to a randomly-selected sample of students of a wide variety of demographics including those from different racial/ethnic backgrounds, students with disabilities (SD), English learners (EL), and those from economically disadvantaged backgrounds (who qualify for the National School Lunch Program). The NAEP incorporates essential inclusive policies and practices into every aspect of the assessment to ensure an assessment that yields meaningful NAEP results for all students. National data, including comparisons between subgroups of students can be found on the National Assessment Governing Board website.

Graph 10: 2009-2019 NAEP Grade 4 Reading Performance



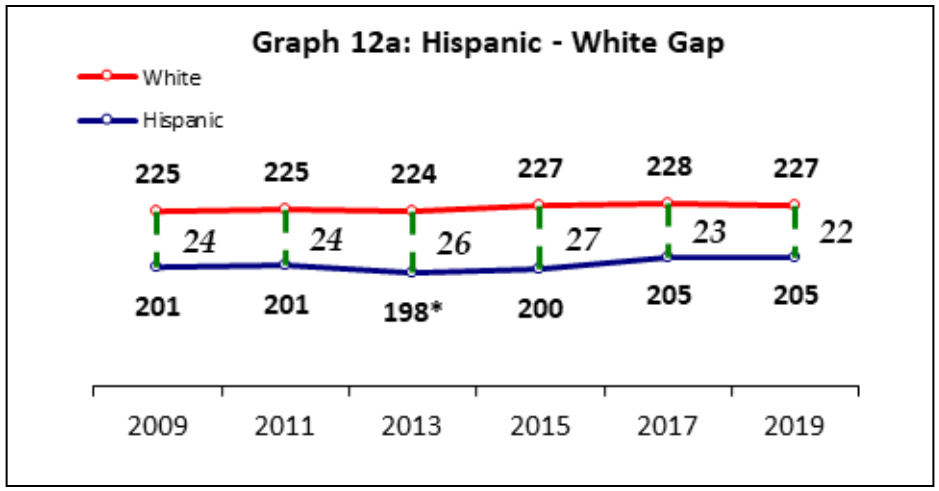
Graph 11: NAEP Grade 4 Reading National vs. Idaho Comparison



Graphs 10 and 11 Analysis

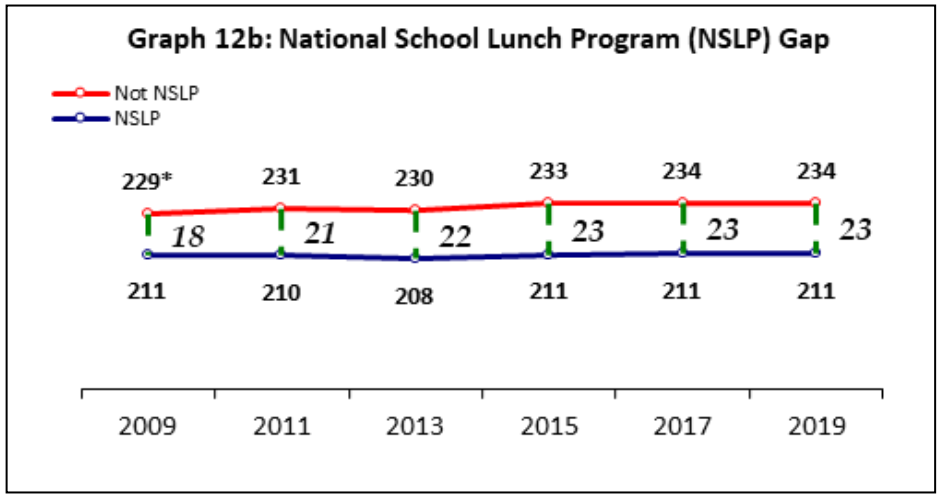
- Since 2015, a higher percentage of Idaho's fourth graders have scored proficient than the NAEP averages. The national rate decreased by 2 percentage points from 2017 to 2019, but Idaho's remained stable.
- In 2009, 2017, and 2019, Idaho had a lower percentage of fourth grade students who scored below basic than the NAEP averages.

2009-2019 NAEP Grade 4 Reading Gap Analysis[27]



Graph 12a Analysis

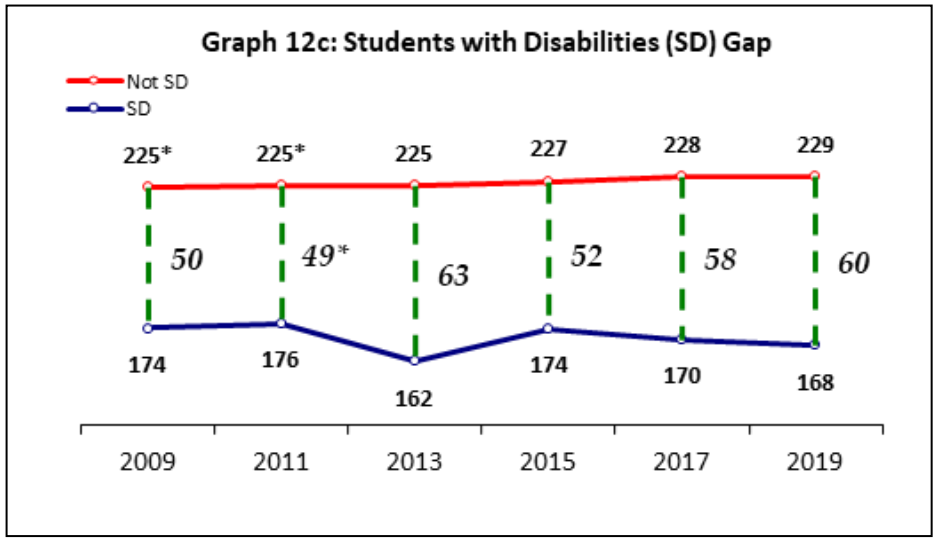
- The gap between Idaho's Hispanic and White students' average scale scores has remained relatively similar from 2009 to 2019.
- Scores for Hispanic students have increased since 2013.



Graph 12b Analysis

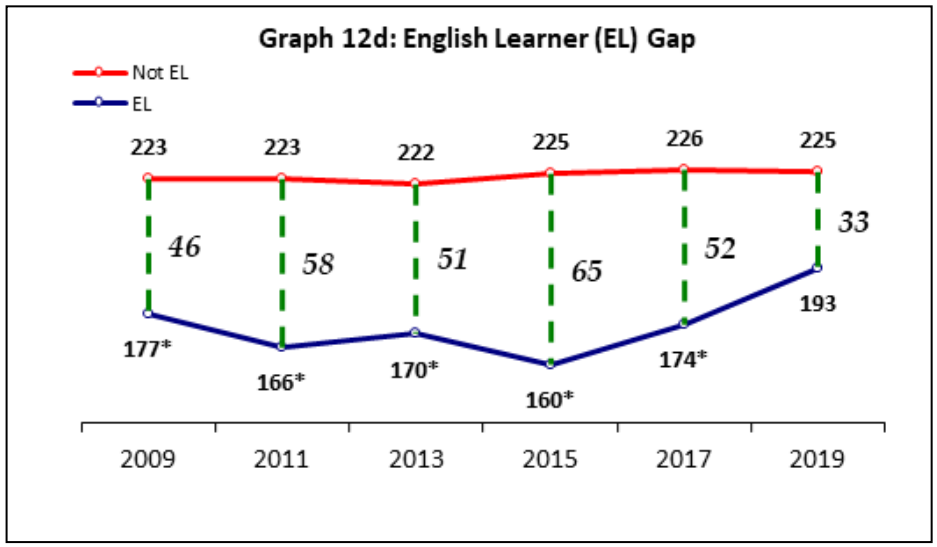
- National School Lunch Program (NSLP) is a common indicator of students from economically disadvantaged backgrounds.
- Since 2009, scores increased for Idaho students who did not qualify for NSLP.

[27] National Assessment of Educational Progress, 2019, "NAEP Report Card: Reading, Grade 4"



Graph 12c Analysis

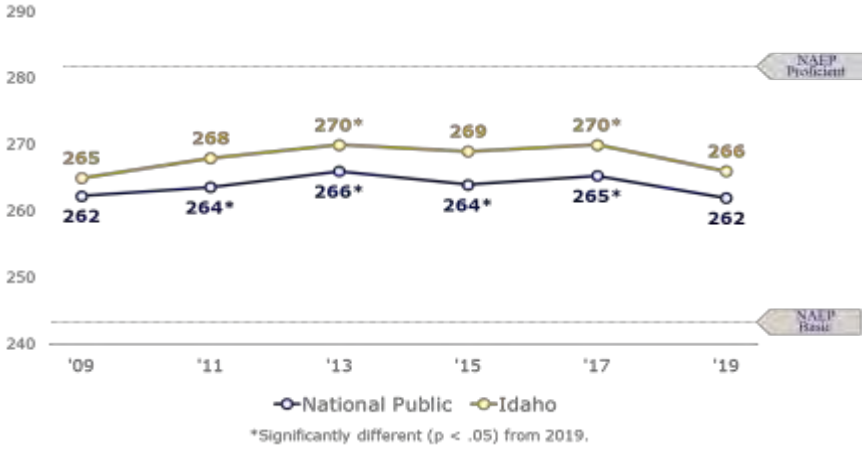
- The gap between Idaho's students with disabilities (SD) and students without disabilities has increased since 2011.
- Since 2011 average scale scores for students without disabilities has increased..



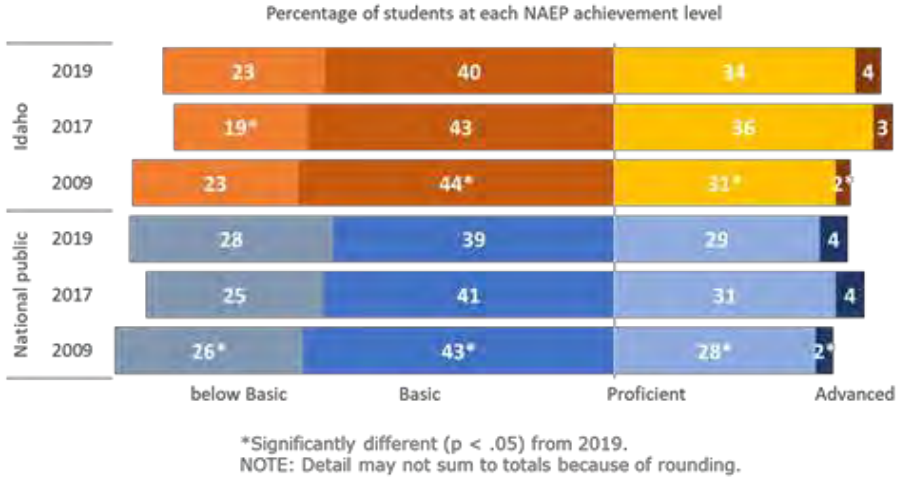
Graph 12d Analysis

- English learners (EL) in Idaho have shown substantial improvement in average scale score since 2015.
- Since 2009, Idaho's non-EL students' average scale scores have remained the same.

Graph 13: 2013 2009-2019 NAEP Grade 8 Reading Performance



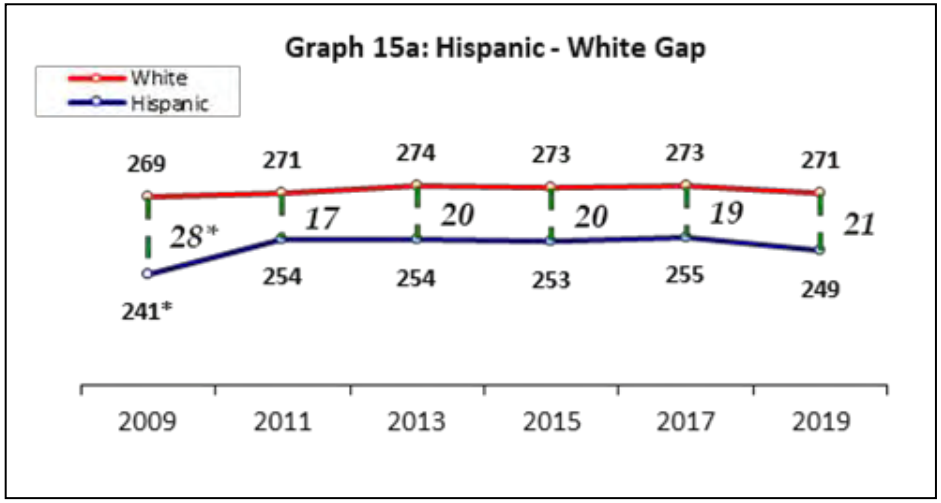
Graph 14: NAEP Grade 8 Reading National vs. Idaho Comparison



Graphs 13 and 14 Analysis

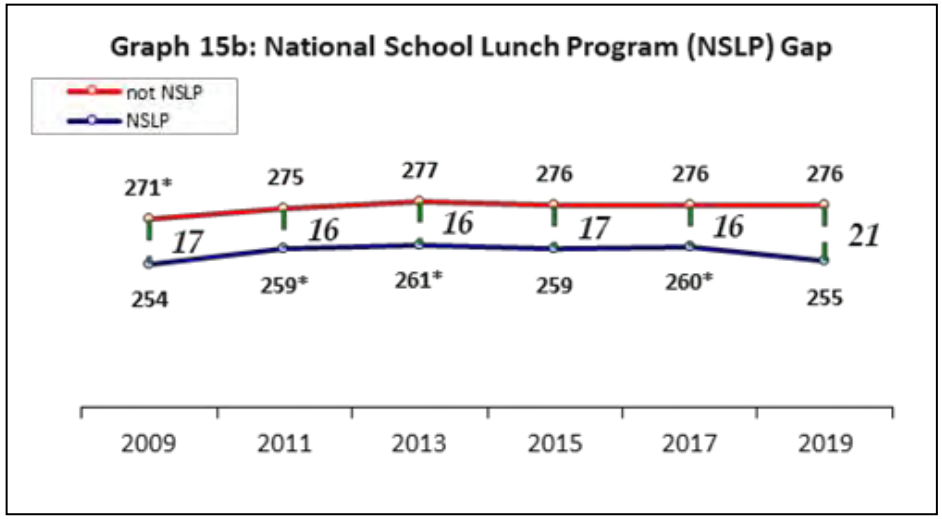
- Both Idaho and NAEP national average scale scores have decreased since 2017.
- In 2009, 2017, and 2019, a lower percentage of Idaho's eighth grade students scored below basic than the NAEP averages.

2009-2019 NAEP Grade 8 Reading Gap Analysis[28]



Graph 15a Analysis

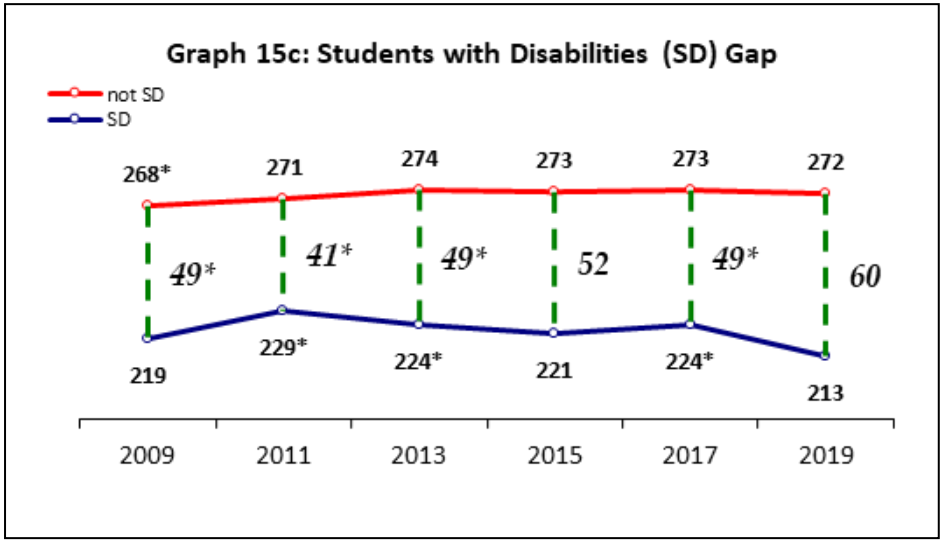
- The gap between Idaho's eighth grade Hispanic and White students has decreased since 2009.
- Since 2009, Hispanic average scale scores increased.



Graph 15b Analysis

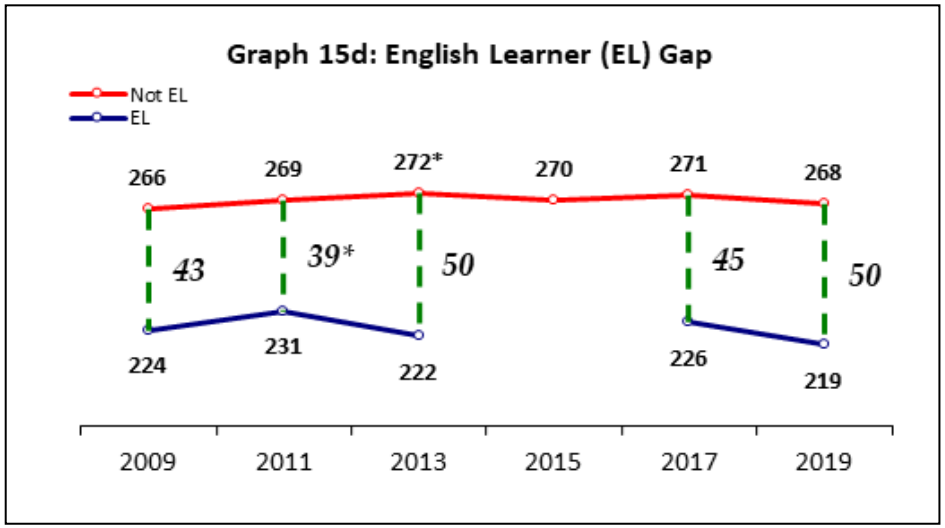
- National School Lunch Program (NSLP) is a common indicator of students from economically disadvantaged backgrounds.
- Since 2009, the average scale scores of Idaho's non-NSLP students have increased.
- Since 2017, NSLP student scale scores decreased.

[28] National Assessment of Educational Progress, 2019, "NAEP Report Card: Reading, Grade 8"



Graph 15c Analysis

- The gap between Idaho's eighth graders with disabilities (SD) and their peers has increased from 2009 to 2019.
- Since 2009, non-SD average scale scores increased.
- Since 2011, Idaho SD average scale scores decreased.



Graph 15d Analysis

- The gap between English learners (EL) and non-EL students increased since 2011.
- Since 2013, the average scale scores of Idaho's non-EL students decreased.
- In 2015, Idaho's EL population size was not large enough to meet NAEP reporting standards.

SECTION V:

CALL TO ACTION

A CALL TO ACTION

Strong literacy skills are essential to engage in lifelong learning and career success. A well-educated, literate citizenry is critical for Idaho's economic growth and prosperity. It is only through collective efforts that we will effectively prepare our students for success. While Idaho's student performance data reflects some progress, we must maintain and even accelerate our focus on developing our students' foundational reading skills.

Ensuring all Idaho students have the resources and support they need to develop high levels of literacy is a shared responsibility of state policymakers, districts, schools, higher education, families, and the community. We must be dedicated to becoming experts in the science of reading to ensure evidence-based practices are implemented and all students receive explicit, systematic reading instruction. Toward this aim, instructional guides and resources focused on the needs of various groups of students, including those with dyslexia and other specific learning disabilities, will be provided.

It will take dedication and commitment on everyone's part to take the necessary steps to implement Idaho's Comprehensive Literacy Plan. The plan sets high expectations of all stakeholders and includes strategies that will require an investment of time and resources, dedication and commitment. If the actions in this plan are implemented in an integrated, coherent manner, Idaho will make measurable progress toward our established Literacy Growth Targets and Long-Term Academic Achievement Goals for ELA/Literacy.

We must implement this plan with an emphasis on equity and access. It is our joint responsibility to remove barriers to achievement for vulnerable and underserved students, whether by race, ethnicity, gender, special needs, geography, or socioeconomic status.

This call to action should not be taken lightly– Idaho's students, families, and communities depend on us.

GLOSSARY

Assessment Types:[29]

- **Diagnostic Assessment:** Given at any time, diagnostic assessments are designed to extract precise information about students' specific skills knowledge to inform instructional interventions.
- **Formative Assessment**: Formative assessment is an intentional ongoing process – not a single test. It describes feedback discussions between teachers and students, and students and their peers that happens *during instruction*. It's a deliberate process that is used to provide specific insight into student learning and allow for educators to adjust teaching strategies accordingly.
- **Interim Assessment**: Interim assessments are typically used to determine whether students are on track toward proficiency of the content standards. Interim assessments may be selected by teachers in the classroom to meet several instructional purposes, or administered after sufficient teaching and learning has occurred.
- **Progress Monitoring:** Administered frequently throughout instruction and intervention to closely monitor student progression toward mastery of concepts, skills, and grade level content.
- **Screener Assessment:** Given before instruction to inform teachers where to begin teaching core instruction, to differentiate instruction, and to flag students who are at risk for developing reading difficulties and/or who need intervention support.
- **Summative Assessments**: Summative assessments are administered at the end of the year and designed to provide systems level information for state, district, and school decision making on an annual basis.

Curriculum-based measures: A type of progress monitoring conducted on a regular basis to assess student performance throughout an entire year's curriculum; teachers can use CBM to evaluate not only student progress but also the effectiveness of their instructional methods. [30]

Dysgraphia: The condition of impaired letter writing by hand, that is, disabled handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text. [31]

Dyslexia: Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling

[29] State Department of Education, 2020, Accountability and Assessment

[30] IRIS Center, n.d.

[31] International Dyslexia Association, n.d, Understanding Dysgraphia

and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.[32]

Early learning providers: Agencies and individuals that provide preschool, prekindergarten, or daycare services.

English learners (ELs): Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.[16]

Evidence-based Interventions (practice): Any of a wide number of discrete skills, techniques, or strategies which have been demonstrated through experimental research or large-scale field studies to be effective.[30]

Flexible grouping: A data-driven teaching practice which puts students into temporary groups to work together for only as long as is needed for them to develop an identified skill or to complete a learning activity. The groups change often based on students' needs, skill development, or knowledge.[33]

Job-embedded professional development: Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is typically school-day or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of continuous improvement.[34]

Onboarding: Is the act of bringing new employees up to speed on the organization's goals, strategies, rules, internal processes, expectations, and culture.[35]

Out-of-school time providers: An agency that provides a supervised program when school is not in session. This can include before- and after- school programs on a school campus or at separate facilities.[36]

Multi-tiered system of supports (MTSS): Idaho Multi-Tiered System of Support (MTSS) is a prevention-based framework of team-driven, data-based decision -making for improving outcomes for all students. The five essential components of Idaho's MTSS include; leadership, assessment, data-based decision making, multi-tiered instruction, and family and community engagement.

[32] International Dyslexia Association, n.d., Definition of Dyslexia
[33] Morin, n.d.
[34] Croft et al, 2010
[35] Douglas, 2011
[36] CDC Healthy Schools, n.d.

Professional learning communities: Teacher learning that is grounded in collaborative cycles of inquiry and action research, operating under the assumption that key to improved learning for students is continuous job-embedded learning for educators. Professional learning communities include the cyclical process of gathering evidence of learning, developing strategies based on those conclusions, implementing the strategies, analyzing the impact, and applying new knowledge.[37]

Specific learning disability (SLD): A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional behavioral disorder, or of environmental, cultural, or economic disadvantage.[38]

Sustained professional development: Sustained professional development takes place over an extended period of time, rather than as a short, one-time event or workshop. It typically involves multiple touch points and a significant number of hours. Research suggests that teachers need 50 hours or more of professional development in a subject to "improve their skills and their students' learning."[39]

Systematic, explicit instruction: A structured, systematic, and effective methodology for teaching academic skills.[40] Explicit instruction happens when a teacher intentionally covers academic material, scaffolding on previous knowledge and ensuring students grasp new material.

The Five Essential Reading Components[41]:

- **Phonemic Awareness***:* Phonemic awareness is the highest level of phonological awareness and is the ability to hear, identify, and manipulate the individual sounds in spoken words.
- **Phonics:** The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words
- **Fluency:** The ability to read text accurately and quickly and with expression and comprehension
- **Vocabulary:** The words we must know in order to communicate effectively.
- **Comprehension:** The ability to understand and gain meaning from what has been read

[37] Dufour et al, 2013
[38] Idaho Department of Education, Special Education Manual, 2018
[39] Darling-Hammond et al, 2009
[40] Archer & Hughes, 2011
[41] National Reading Panel, 2000

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APPENDICES AND RESOURCES

Appendices

- Appendix A: History of Idaho Literacy Initiatives
- Appendix B: Activities and Tips for Parents

Resources

The following are included as hyperlinked resources within the text and below.

- Early learning resources for Idaho families: Idaho Association for the Education of Young Children; Idaho Commission for Libraries; Idaho State Department of Education
- Get Ready to Read Screening Tool
- Idaho Consolidated State Plan
- Idaho Early Learning Guidelines
- Idaho Mentor Standards
- Idaho Standards for Initial Certification of Professional School Personnel, State Specific Requirements, Comprehensive Literacy Standards (page 25)
- Idaho State Content Standards, English Language Arts/Literacy
- International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading
- State Systemic Improvement Plan (SSIP)

Appendix A

HISTORY OF IDAHO LITERACY INITIATIVES 1999-2020

Additional Details for Timeline Events

1998: State Board of Education adopts the first Idaho Comprehensive Literacy Plan
1999: The Idaho Reading Initiative launched (see narrative below for details)
1999: The Idaho Reading Indicator (IRI) assessment begins for grades K-3
2001: The Idaho Legislature amends statute to establish reading goals, including ensuring 85% of third grade students are proficient
2004: Idaho requires pre-service teachers to take the Idaho Comprehensive Literacy Exam
2007: Requirements for teachers are adjusted to take either the Idaho Comprehensive Literacy Course (ICLC) or Assessment (ICLA), reflecting both a change in name and work done to improve how the previously established requirement was implemented
2007: Idaho adopts Idaho-specific probes from *AIMSWeb* as the IRI
2013: Governor Otter's Task Force for Education - Literacy Committee releases recommendations

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2015: Idaho Higher Education Literacy Partnership (IHELP) established to support improvements in literacy instruction and standards for educator preparation
2015: State Board of Education adopts the 2015 Idaho Comprehensive Literacy Plan
2016: The Idaho Legislature makes substantial changes to statute (requiring Literacy Intervention Program Plans, adjusting intervention hours for students not at grade level, and requiring individual reading plans) and increases literacy funding to a total of $13 million
2017: Based on work done by IHELP and the Professional Standards Commission (PSC), the Board approves changes to the ICLC, ICLA, and the Literacy Standards for Educator Preparation
2018: Based on a 2016 Request for Proposal (RFP) process, Idaho implements the *Istation Indicators of Progress - Early Reading* (ISIP-ER) as the IRI
2019: The Idaho Legislator approves Governor Little's request to increase literacy intervention funding to a total of $26 million
2019: Governor Little's Our Kid's Our Future Governor's Task Force for Education releases recommendations, including an emphasis on early literacy

Narrative of Timeline Events

In 1999, after a two-year study, the Idaho Legislature approved a three-part reading initiative based on the recommendations included in the Idaho State Board of Education-approved Idaho Comprehensive Literacy Plan of 1998. The initiative required the following:

- An assessment (Idaho Reading Indicator) for all kindergarten through third-grade public school students, administered at least twice a year, to identify below grade level students;
- An intervention program (Extended Year Program) requiring all school districts to offer 40-hours of additional instruction beyond the regular school day to kindergarten through third-grade students identified as below grade level;
- The establishment of the Idaho Comprehensive Literacy Exam. All pre-service teachers were required to pass the assessment measuring their knowledge of language structure and literacy before receiving their certificate. The Idaho Comprehensive Literacy Exam took several years to develop and implement and became a requirement for teachers in 2004.

Statutory changes were made in 2001 and reading goals were established for the state, including the requirement that schools ensure a minimum of 85% of all third-grade students read at grade level by the end of third grade.

In 2007, the Idaho Comprehensive Literacy Exam requirement was updated to allow teachers to complete either the Idaho Comprehensive Literacy Course (ICLC) or Idaho Comprehensive Literacy Assessment (ICLA). Requirements were set for pre-service teachers, those transferring

Appendix A

out-of-state certification, and as a one-time requirement for teacher certification renewal (for practicing teachers). Later, Administrative Code was adjusted to allow pre-service teachers trained at Idaho's educator preparation programs to meet the ICLC/ICLA requirement in an integrated approach. Presently, all pre-service teachers must pass the assessments that measure their knowledge of language structure and comprehensive literacy (or similar institutional requirements) before receiving their certificate. Additionally, teachers must complete coursework in literacy or pass an assessment to renew their certificate. Those endorsed for kindergarten through 8th grades are required to complete a three-credit course or pass the Standards I-IV assessments, while teachers endorsed for 6th through 12th grades are required to complete a three-credit course or pass the Standards II and IV assessments.

In 2007, the IRI Steering Committee recommended shifting the Idaho Reading Indicator to a new assessment, *AIMSWeb*, and the state worked with the company to develop Idaho-specific probes to be used as the IRI assessment. In 2013-2014, the State Department of Education contracted with Dr. Kristi Santi and Dr. David Francis from the University of Houston to conduct a review and analyze the quality and use of the current IRI. Their findings indicated that the IRI was not being used for its intended purpose, as a screening measure only, but was being used for teacher evaluation and identifying children at-risk for reading failure. The evaluators recommended re-evaluating how the *AIMSWeb* probes were used.

In spring and summer 2015, three literacy-related groups began focused work to recommend updates to the state's literacy initiative:

- The Literacy Implementation Committee, a subgroup of the previous Governor's Task Force for Improving Education - Literacy Committee, convened to develop recommendations for specific, actionable changes to statute and rule related to the state's literacy strategies. The committee provided its recommendations to the State Board of Education in June 2015. These recommendations were primarily related to expansion of state-funded literacy interventions for struggling early elementary students (from 40 hours for all non-proficient students to 30 or 60 hours depending on the student's IRI score) and potential adjustments to the IRI. The Committee also established the Early Literacy Assessment Working Group.
- The Early Literacy Assessment Working Group was created as a result of the Literacy Committee's recommendation that Idaho consider using a different assessment or assessment package for early literacy (IRI). The Early Literacy Assessment Working Group identified and prioritizing the state's needs for an early literacy assessment and conducted a Request for Information (RFI) to review available assessments on the market to determine if there were any that might meet the state's needs. In 2016, the Working Group recommended to the State Board of Education that Idaho shift the IRI to a computer-adaptive assessment capable of measuring multiple aspects of literacy/reading and provided a draft Request for Proposals (RFP).

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- The Idaho Higher Education Literacy Partnership (IHELP) was created in spring 2015 to improve collaboration amongst literacy professionals at the state's institutions of higher education and to provide the State Department of Education and State Board of Education with feedback regarding the ICLC, ICLA, the Literacy Standards for Educator Preparation, and applicable sections of rule. IHELP is managed by the literacy professionals from all Idaho colleges and universities that facilitate coursework for pre- and post- service educators.

During the 2016 session, the State Board of Education presented potential amendments to statute based on the recommendations of the Literacy Implementation Committee. The Legislature made substantial changes to statute, including requiring all districts and charter schools to create an LEA-level Literacy Intervention Program Plan aligned to the Idaho Comprehensive Literacy Plan, and mandating 30 and 60 hours of intervention for non-proficient students dependent on their fall IRI score. Additionally, separate legislation was brought forward and approved requiring individual reading plans for non-proficient students and ensuring that parents/guardians would have the opportunity to participate in the development of those plans. Governor C.L. "Butch" Otter requested a significant increase in literacy funding for interventions, and the Legislature approved a total of $13 million for interventions, as well as additional funds for the implementation of a new IRI assessment.

In Spring 2016, the State Department of Education facilitated a request for proposal (RFP) process that resulted in the adoption of *Istation's Indicators of Progress (ISIP) Early Reading* as the IRI. The test was piloted / field tested with a limited number of districts in the 2017-2018 school year and was launched statewide in the 2018-2019 school year.

After work was completed by IHELP and the Professional Standards Commission, updated Comprehensive Literacy Standards (previously referred to as the Literacy Standards for Educator Preparation), as well as improvements to the ICLC and ICLA were adopted by the Board in 2017.

During his 2018 campaign for Governor, Brad Little committed to a continued focus on early literacy. During the first legislative session after his election, the Governor requested that funding for literacy interventions be increased to $26 million, and the Legislature approved the allocation. District have used this funding to purchase intervention curricula and programs and to hire additional personnel to support students in reading.

In 2019, Governor Brad Little gathered the Our Kid's, Idaho's Future Task Force for Education. The Task Force's recommendations were released in November 2019, including an emphasis on early literacy.

Appendix B

ACTIVITIES AND TIPS FOR PARENTS

Beginning Language (ages 0 to 2)[1]	
Listening and Talking	• Begin talking and singing to your child from birth • Let your baby know that you hear her babbles, coos, and gurgles • Play simple touching and talking games together • Point to familiar objects and name them • When your child begins to speak, build his language • Encourage your child to talk with you • Answer your child's questions
Read Together	• Make reading a pleasure • Show enthusiasm as you read with your child • Read to your child often • Talk with your child as you read together • Encourage your child to explore books • Read favorite books again and again
Pre-Reader (ages 3 to 4)[2]	
Listening and Talking	• When you do something together—eating, shopping, taking a walk, visiting a relative—talk about it • Take your child to new places and introduce him to new experiences • Teach your child the meaning of new words • Help your child to follow directions • Play with words
Read Together	• Keep reading to your child • Read predictable books • Read poetry and other rhyming books to your child • Ask your child what she thinks will happen next in a story • Talk about books • Build a library, or book collection, for your child
Print and Letters	• Help your child learn to recognize her name in print • Point out words and letters everywhere you can • Teach your child the alphabet song • Share alphabet books with your child • Put magnetic letters on your refrigerator or other smooth, safe metal surface • Play games using the alphabet
Spelling and Writing	• Encourage your child to write often—for example, letters and thank-you notes to relatives and friends, simple stories, e-mails, and items for the grocery list • Help your child learn the correct spellings of words

[1] Adapted from Armbruster, Lehr & Osborn, 2006
[2] Adapted from Armbruster, Lehr & Osborn, 2006

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Vocabulary and Comprehension	• Talk about new words that your child has read or heard • Help your child use the dictionary or thesaurus to check on the meanings of new words she reads or hears • Help your child become aware of prefixes, suffixes, and root words • Show your child how to use context—the sentences, words, and pictures around an unfamiliar word—to figure out the word's meaning • As you read a book with your child, stop now and then to talk to her about the meaning of the book
Novice Reader (ages 5 to 7)[3]	
Listening and Talking	• Talk with your child often…as you eat together, shop for groceries, walk to school, wait for a bus • Have your child use his imagination to make up and tell you stories; ask questions that will encourage him to expand the stories • Have a conversation about recent family photographs • Listen to your child's questions patiently and answer them just as patiently • Talk about books that you've read together • Pay attention to how much TV your child is watching • Tell stories about your childhood
Books & Print	• As you read with your child, have him point out things, such as the front and back covers and the title • Help your child make connections between print and pictures as you read
Spoken Language	• Sing or say nursery rhymes and songs • Play word games • Read a story or poem and ask your child to listen for words that begin with the same sound • As you read, stop and say a simple word
Alphabet	• Point out letters and have your child name them • Make an alphabet book with your child
Letters and Sounds	• Point out labels, boxes, newspapers, magazines, and signs that display words with letter-sound relationships that your child is learning in kindergarten • Listen to your child read words and books from school • Listen to your child read books from school • Say the sounds of letters and ask your child to write the letter or letters that represent the sound • Ask your child to point out the letter-sound relationships he is learning in all of the things you are reading together—books, calendars, labels, magazines, and newspapers • Play word games

[3] Adapted from Armbruster, Lehr & Osborn, 2001

Appendix B

Spell and Write	• When your child is writing, encourage her to spell words by using what she knows about sounds and letters • Encourage your child to write notes, e-mails, and letters to family members and friends • Have your child create his own picture book made with his own drawings or with pictures that he cuts from magazines • Say a word your child knows and have him repeat the word • Write a word on paper and cut the letters apart (or use plastic or foam letters) • As you are reading with your child, point out words that have similar spellings, such as hop and pop • Encourage your child to write often—for example, letters and thank-you notes, simple stories, and grocery lists
Vocabulary and Comprehension	• As you read aloud, pause from time to time to ask him about the meaning of the book • Use and repeat important words such as names of buildings, parks, zoos, cities, and other places that you visit • Help your child develop an interest in the world • When you read together, stop now and then to talk about the meaning of the book • Before you come to the end of a story, ask your child to predict what might happen next or how the story will end • Talk about new words and ideas that your child has read or heard • Read magazines and newspapers together
Developing Reader (ages 7 to 9)[4]	
Reading	• Listen to your child read books that he has brought home from school • If your child is not a very fluent reader (that is, she reads slowly and makes lots of mistakes), ask her to reread a paragraph or page a few times
Spelling and Writing	• Encourage your child to write often—for example, letters and thank-you notes to relatives and friends, simple stories, e-mails, and items for the grocery list • Help your child learn the correct spellings of words
Vocabulary and Comprehension	• Talk about new words that your child has read or heard • Help your child use the dictionary or thesaurus to check on the meanings of new words she reads or hears • Help your child become aware of prefixes, suffixes, and root words • Show your child how to use context—the sentences, words, and pictures around an unfamiliar word—to figure out the word's meaning • As you read a book with your child, stop now and then to talk to her about the meaning of the book

[4] Adapted from Armbruster, Lehr & Osborn, 2001

SUBJECT

Accountability Oversight Committee Update

REFERENCE

October 2015	Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
April 2016	Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.
August 2016	Board removed ISAT proficiency graduation requirement. The Board maintained the administration of the ISAT assessment in ELA and Math in grade 10. The Board also maintained the participation in a college entrance exam in grade 11 as a graduation requirement.
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support.
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the Accountability Oversight Committee.
June 2019	Board received the fiscal year 2020 report from the Accountability Oversight Committee with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-2019 Student Achievement Report.

June 2019	Board received an update from the SDE on the high school accountability assessment.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

Idaho Administrative Code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability; IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measureable Progress

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee of the Board. Board policy I.Q. assigns two responsibilities to the committee:

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.

b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

In June 2019, the Board President Critchfield tasked the AOC with additional work to gather and analyze information and make recommendations to the Board regarding two aspects of the state's K-12 accountability system: the high school assessment for accountability and the school quality measure. The AOC is actively engaged in this project. Pursuant to Board Policy I.Q, the AOC reports to the Board through the Board's Planning, Policy and Governmental Affairs (PPGA) Committee. In an effort to keep the PPGA Committee up to date on the progress being made and provide a venue for feedback prior to the final recommendations being made, the AOC has held two joint meetings with the PPGA Committee. The AOC intends to present recommendations regarding the high school assessment for accountability to the PPGA Committee in February 2021, and the school quality measure in either February or April 2021. A detailed update is provided as Attachment 1.

IMPACT

Idaho Administrative Code IDAPA 08.02.03, sections 111 through 114, are tied to the state's comprehensive assessment system and the state's accountability framework. AOC recommendations related to the high school assessment and the school quality measure may require amendments to these sections of rule. Additionally, depending on the recommendations made, the state may need to

propose changes to the Idaho Consolidated State Plan used for federal accountability. Any amendments to provisions in the Idaho Consolidated State Plan that are also in IDAPA 08.02.03 would have to be first amended through the negotiated rulemaking process prior to the Board approving the changes in the Idaho Consolidated State Plan.

ATTACHMENTS

Attachment 1 – Accountability Oversight Committee Update, November 2020
Attachment 2 – High School Assessment Comparison Worksheet
Attachment 3 – Idaho Technical Advisory Committee Fedback

STAFF COMMENTS AND RECOMMENDATIONS

Idaho's public-school system accountability framework approved by the Board has been effective since March 29, 2017, following acceptance by the Legislature during the 2017 legislative session. The accountability framework codifies requirements for state accountability and provides: "The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education."

Pursuant to IDAPA 08.02.03.111, the Idaho Standards Achievement Test is administered at the high school level in grade 10 and the college entrance exam in grade 11. The college entrance exam requirement was added to the high school graduation requirements established in IDAPA 08.02.03.105 as part of the Board's High School Redesign Initiative in 2003. As part of the initial research, the college entrance exam was identified as a barrier to students going on to postsecondary education after high school. Studies showed many high school students from families who had not attended college or underserved populations often did not take a college entrance exam due to a sense of underachievement and a feeling that they would not do well on the exam. Students coming from families that did not have family members that had gone on to postsecondary education often did not even consider going on themselves. By requiring the exam to be taken as part of the high school graduation requirements, students who would not otherwise have considered taking a college entrance exam were able to see that they could be successful at the postsecondary level or could identify areas that needed improvement so they could be successful at the postsecondary level. In addition to its use as a graduation requirement, student performance on the college entrance exam is used by the Board as a measure of performance of Idaho's K-20 education system. When implemented, the ISAT and the college entrance exam were established to meet two very different purposes. In considering any changes to the state comprehensive assessment program, it will be important for the Board to consider the purpose of the different types of assessment as well as their validity in being used for those purposes.

BOARD ACTION

This item is for informational purposes only.

Accountability Oversight Committee Projects Update
November 2020

The Accountability Oversight Committee (AOC) was asked by the State Board of Education to review and provide recommendations regarding two aspects of our accountability system: the high school assessment and the school quality measure. The following is an update on the AOC's progress and timeline for completion.

High School Assessment

Issues Being Considered

- Appropriate grade level for administration of the assessment
- The need for a single assessment and whether such a framework can achieve the purposes for the high school assessment
- The strengths and weaknesses of each of the three primary high school assessments: ACT, SAT, and ISAT by Smarter Balanced

Brief Summary of Meetings Held

August 27: Introductory Discussion

- Discussed purposes of high school assessment
- Identified assessments for further consideration (i.e., ACT, SAT, and ISAT by SBAC)
- Identified attributes of the assessments to compare
- Agreed that combined meetings of PPGA and AOC would provide efficiencies and synergies

September 30: Combined PPGA and AOC Meeting

- Representatives from ACT, SAT, and ISAT by SBAC each presented for 30 minutes providing overviews of their high school assessments. Presenters were asked to address the parameters listed on the High School Assessment Comparison Worksheet (attached).

October 22: Combined PPGA and AOC Meeting

- John Tanner, an expert on alternative approaches to school accountability, presented and discussed with the committees the role and need for accountability measures beyond standardized assessments.
- As Idaho continues to improve and evolve its accountability system, incorporating alternative measures may be of value.

November 6: Discussion and Planning

- Debriefed content of combined PPGA and AOC combined meetings
- Identified additional information the AOC needs to develop recommendations for the Board
- Discussed the role of the Technical Advisory Committee (TAC) in the process

Next Steps

- Finish compiling relevant information into the High School Assessment Comparison Worksheet.
- Submit draft High School Assessment Comparison Worksheet to TAC for feedback, correction, and additional information
- Two additional meetings to be scheduled prior to submitting recommendation to the Board (the first to review the completed HS Assessment Comparison Worksheet and TAC feedback and draft recommendations; the second to finalize recommendations)

Projected Timeline

- Recommendation will be submitted for the Board's review at the February Board Meeting

School Quality Measure

Issues Being Considered

- Are the surveys meeting their purpose within the accountability system?
- Do the surveys provide meaningful information for the purpose of differentiating schools (within the system of identifying schools for Comprehensive Support and Improvement)?

Brief Summary of Meetings Held

August 27: Introductory Discussion

- Discussed history of development of current school quality measure
- Discussed strengths and weaknesses of current measure
- Outlined timeline for developing a recommendation to the Board

November 6: Planning

- Discussed information needed to formulate a recommendation
- Established a timeline for formulating recommendation

Next Steps

- Two additional meetings to be scheduled to discuss this topic (the first to discuss the issue and identify additional info to gather; the second to discuss possible recommendations and identify if additional time is needed)

Projected Timeline

- Recommendation for Board review at either the February or April Board Meeting

High School Assessment Comparison

Attribute	SAT	ACT	ISAT by SBAC	Notes
Power test (untimed or generous time limits) vs. Speed test (timed)				
Norm referenced vs. Criterion referenced				
Alignment to Idaho Content Standards				
Federal approval for accountability (Peer Review results)				
Direct Idaho involvement in initial & ongoing test development				
Ability to conduct bias & sensitivity review of item bank				
College readiness indicator				
Used by higher education for admissions and/or placement				
English Language Learner accommodations				
Special Needs Student accommodations				
Scale compatibility with Idaho's K-8 assessment				
Assessment data that is actionable (e.g., can affect instruction)				
Evidence that vendor has that demonstrates that if student performs well on the assessment they will do well in the future (e.g., in higher ed, etc.)				
How assessment connects to the high school diploma and its value / meaning				
Timeliness of assessment results				
Any emerging options that address mastery / student-centered learning in an assessment				

Appropriate grade level for this assessment and why				
External / independent research that demonstrates quality (validity, reliability) of the assessment and/or the alignment of the test to Idaho's current standards				
Ability to administer test remotely if there are public health issues in the future				
Cost				

Definitions

Power Test vs. Speed Test: A power test is used to assess the underlying knowledge and skills a student has accumulated, without being limited by time. A power test focuses on measuring the level that a student has achieved. Speed tests assess student ability within specific time constraints, so a student's score reflects ability level within the context of time.

Norm Referenced vs. Criterion Referenced: Norm referenced tests compare the test taker's individual performance to the performance of a statistically selected group of students (the norming group) who completed the assessment at an earlier time. Criterion referenced tests measure an individual student's performance in comparison to a set of previously established criteria, such as academic standards (without comparing the individual student's performance to other students).

ATTACHMENT 3

IDAHO TECHNICAL ADVISORY COMMITTEE FEEDBACK

Review of the Idaho "Comparison of High School Accountability Assessments"

Patricia Almond
Member, Idaho Technical Advisory Committee
December 2020

Evidence Considered:

- AOC Task: "Examine the current options for high school assessments make a recommendation concerning which high school assessment Idaho high school students should be completing."
- Presentation evidence from the vendors RE: SAT, ACT, SBAC HS assessment including slide presentations and clarifying documentation.
- Comparison of High School Accountability Assessment, 12/01/2020
- Reviews of the Comparison of High School Accountability Assessments in Idaho submitted by Dr Joe Ryan and Dr Ed Roeber.

This review includes three parts:

1. General observations about the options for high school assessments
2. Queries regarding a "recommendation concerning which high school assessment Idaho high school students should be completing."
3. Recommendation for the AOC to consider adding the following considerations to their comparison analysis.

NOTE: At the time I completed this review I already had in-hand both Dr Roeber and Dr Ryan's reviews. I had reviewed the information provided by the vendors, the Comparison document regarding options for high school assessment, and Drs Roeber and Ryan's reviews, which I believe were each technically sound and thorough. This review raises underlying questions that observed in reviewing this body of information.

General Observations About the Options for High School Assessments

- Several Options: It seems that the options: when administered, which assessment, is a retest and opportunity available, and most importantly what is the purpose for the high school assessment? These options include conditions. If the question "which assessment should Idaho students take?" proposes a single high school test these differences are worthy of considering.
- Purpose: The assessments, SAT, ACT, ISAT by SBAC, each are high school assessments with varying costs, implementation challenges, and validity for the purposes they were developed to address. Getting down to a single assessment to meet all purposes: school, district, and state accountability; information to guide instruction and especially readiness for college (which resembles high school graduation in making decisions at the individual student level). In addition, there are questions the validity and reliability of each for the individual purposes.
- Considerations for accessibility and accommodations for English Language Learners and Students with Disabilities were addressed very well by both of my fellow Technical Advisory Members. I have little to add regarding the points made except to note there are substantive differences

among the three high school assessments.

Queries Regarding a "Recommendation Concerning Which High School Assessment Idaho High School Students Should Be Completing":

- Back to Purpose: More may need to be said or investigated about whether any of these assessments will meet validity requirements for an assessment that measures school, district, and state accountability and at the same time provide adequate to make decision about college entrance and placement.
- Cost and Burden: It is understandable that two separate high school assessments schedule one year apart represent a burden to schools, faculty, students, and families. Especially, when as pointed out, not all students are college bound.

Recommendation for the AOC to consider adding the following considerations to their comparison analysis.

- Validity for Testing Purpose
- Fairness for individuals who may be refused college admission on the basis of test scores alone.
- Determine if the task, truly calls for recommending a single high school assessment for all purposes.

Damian Betebenner
Member, Idaho Technical Advisory Committee Member
Senior Association National Center for the Improvement of Educational Assessment
December 2020

Kevin Whitman, director of assessment for the Idaho State Department of Education, sent the Idaho Technical Advisory Committee (TAC) the document titled "Comparison of High School Accountability Assessments," dated 12/1/2020 for its review. In the document is a chart summarizing the work of the Idaho Accountability Oversight Committee's (AOC) examination of the three key choices for high school accountability assessments in Idaho: ACT, SAT, ISAT by SBAC.

The chart summarizing the work by the AOC was tasked with the following: "*Examine the current options for high school assessments and make a recommendation concerning which high school assessment Idaho high school students should be completing.*"

The AOC is asking for the TAC's input on this comparison document. Points of interest include:

- *Are the statements accurate? Vendor presentations may offer a more optimistic view of their own products than you all would provide as impartial experts.*
- *Are there considerations not currently included in the template that you think merit consideration in the AOC's decision-making process?*
- *Is there general feedback/guidance you would offer on how to best approach high school assessments?*

Below are the responses to the bulleted items in order that they appear:

ATTACHMENT 3

Are the statements accurate? Vendor presentations may offer a more optimistic view of their own products than you all would provide as impartial experts.

In general, the statements are broadly accurate but there are missing details in the answers provided that are critical to the decision-making process.

- The answers to "Alignment to Idaho content standards" are generally accurate. However, as a consequence, if full alignment with Idaho standards is required, then Idaho must consider how (and at what cost) to modify the ACT and SAT so that they fully align.
- The answer to "Used by higher education for entrance and/or placement" is likely misleading for ISAT by SBAC. It is not clear how many institutions would accept ISAT by SBAC for entrance and/or placement. This is likely a critical issue as the adoption of a test that is not utilized for college entrance decisions by a large number of colleges/universities is not really a college entrance examination.
- The answers addressing accommodations make significant details that must be considered. Accommodations offered by ACT and SAT are often more limited so as not to impact the predictive validity associated with the instrument. Accommodations offered by ISAT by SBAC are more extensive. Detail on ACT and SAT regarding whether certain accommodations lead to score invalidation will be critical in determining whether all students will receive a valid CEE score.

Are there considerations not currently included in the template that you think merit consideration in the AOC's decision-making process?

- Due to the COVID pandemic, some colleges and universities are altering their entrance criteria to make CEE optional. Whether this is a permanent change is not known but something that the AOC should determine (particularly with regard to the colleges/universities frequently attended by Idaho students --- BSU, UI, ISU, …). The less essential CEE are, the less important utility for college/university entrance becomes.
- Can the ISAT by SBAC be given in the 11th grade to make it more in line with other CEE? From the table provided it appears as though it can.
- The instructions for our work stated that, "As a graduation requirement, high school students must also participate in a college entrance exam." Is there a definition of "college entrance exam" provided somewhere? Clearly, the ACT and SAT would be deemed CEEs. It is likely a stretch to call the ISAT by SBAC a CEE. Would that be a problem?
- Were ISAT by SBAC to be selected, would a substantial number of students in Idaho take the ACT and/or SAT anyway? If so, would this be acceptable?

Is there general feedback/guidance you would offer on how to best approach high school assessments?

- Like with many decisions related to student testing and accountability, there are technical considerations and practical considerations.
- In terms of technical considerations, as the chart provided by AOC summarizes, in most categories ISAT by SBAC is a superior choice based upon technical considerations. The test aligns with state

standards and is on the same scale as the current ISAT assessments. From cost and technical perspectives, I would recommend ISAT by SBAC.

- In terms of practical considerations (particularly utility for college entrance and placement decisions) SAT and ACT are superior. The ISAT by SBAC is comparable in predictive validity with the SAT and ACT. However, it appears to not be used as widely for that purpose.
- Even more practically, how would the decision on adopting one of these tests be received by policy makers and parents. This seems like a critical issue and one the should be handled with care.

ATTACHMENT 3

Ed Roeber
Member, Idaho Technical Advisory Committee
December 2020

Kevin Whitman, Director of Assessment for the Idaho State Department of Education, sent the Idaho Technical Advisory Committee (TAC) the document titled "Comparison of High School Accountability Assessments," dated 12/1/2020, for its review. The chart summarizes the work of the Idaho Accountability Oversight Committee's (AOC) examination of the three key choices for high school accountability assessments in Idaho.

This review includes three parts:

1. Commentary on some of the listed attributes
2. Suggested additional attributes and comments to be added to the AOC chart.
3. Recommendations

Review of the AOC Chart

The AOC chart lays out a number of useful attributes of the assessments that can be used at the high school level for student guidance, college entrance, and accountability. The following commentary is on both the level of details that might be important to include for some of the attributes listed, as well as suggesting additional attributes might be added to the chart. This is followed by recommendations.

Commentary on Some of the Listed Attributes

Listed Attribute	Additional Details
Alignment	Both the ACT and SAT are only partially aligned to state content standards, and the alignment differs each year. This is because test forms for both the ACT and SAT are constructed to predict overall performance, not alignment to the content standards in any state. This means the augmentation needed for the ACT and SAT will be different each year, which is an added test development and field test cost.
Federal Approval for Accountability	In the past, states were required to work towards obtaining full Peer approval. Under the Trump administration, "Substantially Meets" seems to have become the equivalent – a level "close enough," not requiring additional action on the part of the state. It is uncertain what the new administration will require.
Ability to review the item bank for bias & sensitivity	The ACT and SAT columns are accurate in that these organizations will not permit users to examine te items in their item banks. However, each organization invests considerable resources in conducting these reviews so it is unlikely that if a state review was permitted, anything substantially negative would be found.
Used by higher education for admissions purposes	While the Grade 10 ISAT by SBAC is not used for higher education admission purposes in Idaho, did the AOC consider shifting this assessment to grade 11? Other states do so, and while there is some analytical work needed to make this change (and it does have Peer Review implications), the work is not substantial. It might provide a way for the state to use its current exam in a manner that permits students to apply to ID universities.

	In considering this change, it might be useful to determine which other SBAC states have agreements with their institutions of higher education for the use of the SBAC tests for higher education admissions, and if so, whether such agreements would permit ID students to use grade 11 test results to apply for admission at those institutions. In other words, would such the universities in those states permit the use of ISAT by SBAC for college admissions at those universities?
ELL Accommodations	Both the ACT and SAT offer a limited array of accommodations for ELLs that result in college-reportable scores. This is a real drawback to both tests. Students with disabilities are offered a wide range of accommodations that result in college-reportable scores, such as listening to the reading test being read to them and receiving college-reportable scores. However, the range of accommodations permitted for ELLs that result in college-reportable scores is much more limited. There is no sound educational reason for this difference.
Special Needs Student Accommodations	The ACT and the College Board differ substantially on accommodations for students with disabilities are handled. In both cases, an accommodations coordinator has to assemble the evidence for the need for an accommodation and then submit this information to the ACT or College Board. These organizations determine if the accommodations are approved. The College Board does not publish lists of available accommodations nor which ones result in college-reportable scores. Instead, they offer assurances that virtually all requests for accommodations are accepted (with limited proof backing up this claim). The ACT does have a very detailed list of available/approvable accommodations for these student and this list provides guidance on which accommodations will result in college-reportable scores..
Reporting Scale Not Comparable to Idaho's K-8 Assessments	One way some states have addressed this issue is to add additional assessments in grades 9 or 10, or changed which assessment is used at grade 8. For example, Michigan uses the SAT at grade 11, and the PSAT at grades 8, 9, and 10. Thus, it has a comparable cross-grade scale. Of course, it costs to add testing in grade 9 and 10, as well as use commercial College Board products in grades 8-11. If the ISAT was shifted to grade 11 (by tweaking the grade 10 test through adding grade 11 standards and items to it), the current grade 10 test could continue to be used, and a grade 9 version of it could be added by tweaking the assessment by adding grade 9 standards and items. This could provide a common grade 9-11 assessment so that students could be given "early" college readiness messages (e.g., 'on-track for college and career readiness.'), and growth in student achievement could be used as an accountability measure.
Assessment Data is Actionable	Yes, all test data is actionable from each test, but by whom, for what purposes, and to what extent? This is a big deal. Actions potentially include: • For use in college admissions; • For review and enhancement of the school's instructional programs in grades

	8-11; • To help students to see how college and career ready they are; • To assist students to improve their readiness for college (i.e., not having to take remedial courses as a freshman); • Taking and passing credit-bearing courses in each discipline as a freshman; obtaining a GPA of 2.0 or better as a freshman). It is vital to define the intended uses before answering whether each test can meet this attribute. One difference in the use of the data is that ISAT tends to hold *schools* accountable for student performance, while the ACT and SAT are more likely to hold *students* accountable for their test performance. Which is more important to the AOC for improving student achievement/college readiness now and in the future?
Appropriate Grade Level for the Exam	Might the ISAT column be changed to "grades 11 or 12" (see above)?
Alignment Data	Each vendor can provide both their own internal data on alignment they have generated, as well as external, independent data that other states have gathered. The key in such independent studies from other states is the extent of alignment between other states' standards and those used in Idaho. "Partial alignment" is most likely correct status for alignment.
Cost	This has been a major difference between a college entrance exam (CEE) and a state assessment used for accountability purposes. Michigan, by competitively bidding the program a few years ago, found that the SAT was less expensive than the ACT due to more intensive competition between ACT and the College Board. Still, prices were four-times higher for use of a CEE over the previous state-developed exam.

Additional Attributes and Comments

There are several additional ways on which to compare the SAT, ACT, and ISAT. These are listed below, along with commentary about each attribute.

New Attribute	SAT	ACT	ISAT by SBAC	Notes
Student Accommodation Requests	As noted, formal requests for accommodations must be made to SAT district accommodations coordinators appointed by districts. Documentation of the need for an accommodation	As noted, formal requests for accommodations must be made to ACT by district accommodations coordinators appointed by districts. Documentation of the need for an accommodation	As noted, Idaho districts make the determination of needed accommodations locally and do not have to apply for them.	Getting ACT or the College Board to approve accommodations requests can a time-consuming, frustrating process for some local educators and parents.

	must be provided.	must be provided.		
Learning Support Materials	The College Board offers no-cost access to the Khan Academy platform. It provides extensive learning resources for students.	ACT offers no-cost access to its learning platform, which is not as extensive as Khan Academy's platform. It also provides some learning resources for students.	No such resource is available, per se, although SBAC offers Tools for Teachers which does provide some instructional support for teachers who use the Smarter assessments.	The College Board rightfully points out their goal of helping students to be *ready* for college when the take the CEE (or improving their readiness before re-testing). How might Idaho address this issue if ISAT is used as the CEE?
Re-Tests	Students who take the state-paid SAT can retest at a later date by signing up for a Saturday CEE administration. Vouchers are available for low-income students.	Students who take the state-paid ACT can retest at a later date by signing up for a Saturday CEE administration. Vouchers are available for low-income students	SBAC does not currently offer the opportunity for 11th graders to retest in fall grade 12. There is only one time when they currently re-test in 12th grade (spring). Could the ISAT be offered in the fall and spring if used as a CEE for accountability purposes?	This issue is most pertinent for students who are not satisfied with their CEE score. Would Idaho permit these students to re-test in the fall of 12th grade (thus necessitating giving ISAT twice in grade 12)?

Recommendations

It is the opinion of this reviewer that the easiest and best solution for which CEE test to use in Idaho is to change the ISAT by SBAC for use initially in grade 11, with re-testing in grade 12, and administering the ISAT with all eleventh graders. This could lead to the elimination of the use of the SAT (or the adoption of the ACT) for all eleventh graders, thus saving both testing time and costs.

With the savings from not administered the SAT (or the ACT), some thought should be given to retaining the current grade 10 ISAT assessment, and potentially considering the creation of a grade 9 version of ISAT. This would permit schools to monitor what proportion of students who are 'on track to be college and career ready' in grades 9 and 10, and then who are college and career ready (in grade 11). This would be valuable accountability information at the school and district levels, as well as important and motivating information for students and their families. Such comprehensive information would be useful

in assuring that schools work to improve the college and career readiness of all students.

If the state still wanted to provide a state-paid opportunity for those students who do need a SAT (or ACT) CEE score for admissions to universities that require such a score, the state could offer state-paid vouchers for student use to pay for a regular Saturday administration of either CEE.

ATTACHMENT 3

Joseph M. Ryan
Member, Idaho Technical Advisory Committee
December 2020

Introduction

The considerations described in the "Comparison of High School Accountability Assessments" document are critically important and relevant to the process of evaluating the relative merits of the SAT, ACT, and ISAT by SBAC. There are other issues to be considered and certain of the issues mentioned in the current AOC document need some further elaboration as indicated below. The notes below are organized around the attributes in the AOC Comparison chart, but many issues cover numerous topics and are parts of several topics considered.

The major overring considerations, as with all measurement practices, are fairness and validity. Fairness means that all students, regardless of any background characteristics or special needs, have an equal opportunity to demonstrate what they know and can do with respect to the Idaho state standards. Validity refers to the degree to which there is evidence and theory supports inferences and conclusions about what students know and can do with regard to the standards.

Power test (untimed or generous time limits) vs. Speed test (timed)

Working quickly within a time limit is not specified as an aspect of the Idaho Standards so 'speededness' is what is referred to in educational measurement as a 'construct irrelevant' factor. Such a factor could inappropriately distort inferences about what students know and can do. While time allowed for assessment might be generous, students might nevertheless feel pressure and the need to hurry through the assessment if time limits have been announced. Special arrangement must always be made in time limits for students with special needs. Both the SAT and ACT allow additional testing time for students with disabilities.

The ISAT by SBAC is administered as a Computerized Adaptive Test (CAT) and so students move through the test at their own pace.

Norm referenced vs. Criterion referenced

It is important to clarify that "norm-referenced" and "criterion-referenced" are attributes of the score interpretation. Traditional norms can be developed for an assessment that is standards-based and tests reported against norms can be standards based. An assessment developed with the intention to support normative interpretation could be reversed engineered by 'tweaks' and augmentation to approximate an assessment designed to be standards-referenced. It is useful to make this distinction clear as different vendors will make a variety of claims about norm- versus criterion- or standards-referenced assessments.

The SAT and ACT were originally designed to support normative interpretations of students' test performance. They have been revised with the intention of supporting standard-referenced interpretations and this work is continuing. ISAT by SBAC has been conceived, designed, and developed to support standards-referenced interpretations and numerous reviews, local and peer reviews, confirm the validity of standards-referenced interpretation based on ISAT by SBAC.

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Alignment to Idaho Content Standards

Alignment to the Idaho content standards is the single most important characteristic of the assessment. The purpose of the assessment program is to monitor and report students' status and progress with respect to the Idaho content standards. Alignment must be evaluated as completely as possible for any assessment being considered. This alignment is the key element claiming that the assessment used by Idaho is valid.
As mentioned above, the SAT and ACT were originally designed to support normative interpretations of students' test performance and have been adapted to match various states' standards. ISAT by SBAC, by contrast, was designed and constructed to assess specified content standards and the alignment to the Idaho standards has been confirmed.

Federal approval for accountability (Peer Review results)

The peer review process is often seen as simply a statutory compliance issue. However, the peer process gives the state an independent view of the quality of the assessment program, especially the degree to which it achieves it intended purposes in serving all students. A full endorsement indicates that an assessment is doing what it is designed to do.

The full endorsement via federal peer review of all SBAC states includes ISAT by SBAC and thus approves the use of ISAT by SBAC for use in the state's accountability program.

Direct Idaho involvement in test development

The involvement of state educators and other interested parties in the state is an important consideration often overlooked if psychometric considerations dominate assessment development. In addition to providing input based on local understanding and local experiences, the participation of parents, educators, and state leaders can facilitate and support local 'buy in' as a program is implemented.
The history of various in-state reviews with the participation of Idaho educators in various item reviews and other aspects of the ISAT development and approval show substantial Idaho involvement in test development.

Ability to conduct bias & sensitivity review of item bank

The sense of state ownership is substantially enhanced when local educators can verify external reports of item bias and issues of item sensitivity. Idaho educators were allowed to examine the entire SBAC item bank used to construct ISAT by SBAC. For security reasons, the SAT and ACT do not have an open review policy for items bias and sensitivity but have numerous in-house reviews by experienced expert reviewers who would likely detect any items flagged by Idaho educators during a bias and sensitivity review.

College readiness indicator

This is a useful and important criterion for evaluating assessments for a state assessment programs. Traditionally, tests designed for this purpose were constructed to support normative interpretations and so the students who were highest ranked in math and verbal skills, by definition, outperformed other students. A major factor in developing these tests was the selection of test items from field testing that

maximally differentiated students with relatively high and low scores. The differentiation of students is not the major consideration in a standards-based state assessment.

It should further be noted that not all students go to college or plan to go to college so that concerns about college readiness, college admissions and placement, should expand to the broader view of the k-12 educational needs of all students, not just the college-bound.
The SAT and ACT have a long and well documented history of successfully indicating students' likelihood of success in college. This, at least in part, can be attributed to the normative nature of these assessments. ISAT by SBAC does not have this extended history. Emerging evidence supports the value of ISAT by SBAC as one useful indicator of students' readiness for college. Also, reviews by higher education experts of the content standards on which ISAT by SBAC is based supports the value of ISAT by SBAC as an indicator of students' readiness for college.

Used by higher education for admissions and/or placement

A number of well-regard college and universities are moderating (and in some cases eliminating) the use of college entrance examinations for admissions considerations and many colleges have developed or have selected assessments for placement.

Further, to repeat from the previous section, not all students go to college, or plan to, so that concerns about college readiness, college admissions and placement, should keep a broader view of the k-12 educational needs of all students, not just the college-bound.
In the future, modifications to Grade 10-11 ISAT by SBAC might be considered in order to serve certain higher education needs without adding to the number of tests students must take.

English Language Learner accommodations

This is a critical area and part of the overall validity consideration: What evidence is there that the assessment is valid for all students, specifically for students learning English? If there is variation in the support that different assessments provide for English Language Learners, then the relative strengths and weakness of the various assessments need to be weighed and evaluated.

The ACT and SAT provide some support in terms of accommodations for English Language Learners and ISAT by SBAC is seen as particularly strong in this regard.

Special Needs Student Accommodations

The peer review process seems to have a history of focusing particular attention on the degree to which an assessment offers depth, breadth, and flexibility in the accommodations provided to students with special needs.

The ACT describes and offers a variety of accommodations for students with disabilities; the SAT reports that accommodations are widely accepted and supported. ISAT by SBAC includes a wide range of accommodations for students with disabilities that yield scores that can be reported as part of the school's assessment results.

Scale compatibility with Idaho's K-8 assessment

The opportunity to provide a 'continuous progress' mapping of students on a common scale across grades is a valuable feature of an assessment program. This can be accomplished in a variety of ways and does not require a common scale. However, claims that assessments use a 'common scale' need to be explained in detail. One interpretation of 'common scale' is that within each grade, the same scale origin and variability is used. A different interpretation of 'common scale' is that there is a single cross-grade scale that has been vertically equated across grades. The later would be a much more useful and powerful scale.

The ISAT by SBAC is delivered as a computer adaptive test using specialized software for that purposes. The CAT program can be applied to most any item banks as long as they meet certain configuration requirements. In the ISAT by SBAC CAT context, it would be possible to extend the item bank for the Grade 10-11 tests toward Grade 9 and the Grade 8 item bank up toward Grade 9. Content specification and test blueprints would need to be honored and there would be cost considerations.

Assessment data that is actionable (e.g., can affect instruction)

The single most commonly and loudly voiced complaint of teachers about assessment is the inability of assessment to provide information that informs instructional practices. When teachers cannot use information from an assessment system to plan, design, monitor and modify instruction, then an assessment system has failed that educational purpose. The reference to an 'assessment system' is critical because the traditional single end-of-year assessment does not provide useful information for taking instructional actions.

An assessment system should include a variety of assessments, which are linked directly to appropriate instructional resources.

ISAT by SBAC has a number of assessment system components including different types of interim assessments and a collection of resources linked to the assessment results through the content standards. Many other assessments have supplementary materials but their connection to assessment results is somewhat vague.

It is important to mention that vendors should provide evidence that their various score reports and score reporting procedures were field tested and confirmed as communicating assessment results in ways that are actionable by teachers.

Evidence that if a student performs well on the assessment they will do well in the future (e.g., in higher ed, etc.)

This is very similar to the topic "College readiness indicator," and comments under that heading apply here as well. It is important to emphasize the states obligation to provide an education for all students is a much broader obligation that getting students ready for college.

Timeliness of assessment results

Assessment results cannot be actionable by teachers (see earlier section) unless the results are delivered in a timely fashion. Online presentations of results have facilitated the delivery process. The

improvement of reporting systems should be a continuous priority since assessment results serve little instructional purpose until teachers have them.

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Any emerging options that address mastery / student-centered learning in an assessment

The chart indicates 'None' for all three vendors. However, an assessment that is part of a comprehensive assessment systems with strong links to instructional resources might present options for a variety of learner supports.

Appropriate grade level for this assessment

The concept of a fixed form 'grade level' assessment is becoming somewhat outdated, especially in the context of computer adaptive testing (CAT). The CAT software is applied to an item bank and so the issue of 'grade level' becomes a question of how wide a range of items does the bank contain? The items in a bank can be written for a range of grades, in terms of content and relative difficulty, and scaled via equating to be on a common scale.

In the context of a cross-grade item bank, a test for the completion of high school would be targeted for grade 11 by selecting items designed for the content of that grade. Other carefully designed and developed items could be added to the same bank and could be used to construct tests at other grades.

Currently, ISAT by SBAC is listed as applicable for grade 10 or 11. A comprehensive expanded item bank could be developed so that items appropriate for the range of students and content in Grades 10 and 11 could be scaled onto a common scale. In a similar fashion, items appropriate in content and difficulty for Grade 9 might also be scaled onto the common scale, spanning grades 9-10.

External / independent research that demonstrates quality (validity, reliability) of the assessment

External/independent verification of test quality (reliability, validity) is highly desirable and should be evaluated carefully if it I supplied by a vendor whose product is being evaluated.

External / independent research that demonstrates alignment of the test to Idaho's current standards

External/independent verification of test alignment to state standards is highly desirable and should be evaluated carefully if it I supplied by a vendor whose product is being evaluated.

Ability to administer test remotely if there are public health issues in the future

Remote testing for public health reasons may be necessary from time to time in the near future and at other times. An assessment system with the capacity to be administered remotely should merit priority consideration for adoption.

The capacity to provide fair and valid assessment is an important feature of remote testing that needs to be evaluated very rigorously and thoroughly. Validity evidence collected from typical intact classroom settings is not necessarily applicable evidence of validity for remote assessment in assessment centers or home settings. Any considerations for adopting a remote assessment proposal should require that the vendor describe a plan for evaluating the validity of the assessment when employed remotely.

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Cost

Cost must be a consideration within the framework of state procurement policies.

Interim assessment capability

It is important to view a state's assessment efforts as an assessment system, in which different types of formative, interim, and summative assessments are all connected to each other, to the state's content standards, and to relevant and readily accessible instruction resources. The availability of easily accessible interim assessments supports the previous mentioned issues of test results being actionable and timely. ISAT by SBAC has a strong interim assessment component with focused block assessments and more broadly targeted interim assessments tied to the state standards and to a variety of instructional support resources.

Dr. Ryan received an A.B. in mathematics and M.Ed. in Educational Psychology from Boston College and a Ph.D. in Measurement, Evaluation, and Statistical Analysis from the University of Chicago. He was a professor of educational measurement and research at the University of South Carolina from 1974 to 1995, and at Arizona State University from 1995 until 2006. Dr. Ryan is a Fellow of the American Educational Research Association and a Professor Emeritus at Arizona State University. He has served on the Technical Advisory Committee (TAC) for the SMARTER Balanced Assessment Consortium and also TACs for the states of Alaska, Idaho, Connecticut, the New England Common Assessment Program, Ohio, Rhode Island, and Washington. His areas of technical expertise include score reporting and interpretation, scaling, equating, standard setting, and bias or DIF analyses.

SUBJECT

Strong Families, Strong Students Update

REFERENCE

October 19, 2020 Board approved ClassWallet Contract for executing the Strong Families, Strong Students micro grant program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01 - Administration and 08.02.03.105, High School Graduation Requirements

BACKGROUND/DISCUSSION

The Office of the Governor submitted a request to the Coronavirus Financial Advisory Committee ("CFAC") for $50 million in CARES Act funding to be used for the Strong Families, Strong Students program in order to "cover critical educational expenses due to school building closures caused by COVID-19 and to provide economic support to parents so they do not have to exit the workforce to ensure their children receive a quality educational experience." CFAC recommended approval of the request and Governor Little approved CFAC's recommendation on September 15, 2020 and directed the Board office to administer the program.

The program will provide grant awards of $1,500 per eligible student, with a maximum award of $3,500 per family, for use by grant recipients to purchase educational services and products. Funds will be provided to grant recipients through a "digital wallet" from which educational supplies and materials, technology, internet connectivity and service providers such as tutors and therapists will be accessible from approved vendors in the virtual marketplace.

CARES Act funds must be expended by December 30, 2020. At the October 19, 2020 special Board meeting the Board approved a contract with ClassWallet to provide for an application process, eligibility determinations, manage funds, reconcile required paperwork and receipts and provide an "digital wallet" for grant recipients to use for educational services and products. The Strong Families, Strong Students applications website opened October 21, 2020. Due to the high number of applications a pause was put on accepting additional applications between November 6th and November 25th so the large number of applications could be processed to evaluate the applications received against the available funding. In early November, approximately 50% of the applications initially submitted were completed and could be verified.

IMPACT

Award of the mini-grants will provide eligible families with grant awards of $1,500 per eligible student, with a maximum award of $3,500 per family, for use by grant recipients to purchase educational services and products.

STAFF COMMENTS AND RECOMMENDATIONS

ClassWallet is serving as the fulfillment platform for processing applications and establishing accounts for each eligible family. The platform creates a virtual wallet and online marketplace for families to use. Through this platform the awarded family will be able to access their awards in the digital wallet and use funds to purchase eligible devices and educational services. ClassWallet's platform will manage the reimbursement process providing reporting, disbursement, accountability and fraud determent. The CFAC request included the awarding of funds based on the families adjusted gross income (AGI) and then the time the completed application was submitted in the following waves:

- Wave 1 AGI of $50,000 or less
- Wave 2 AGI of $75,000 or less
- Wave 3 AGI of $100,000 or less
- Wave 4 AGI over $100,000

As of December 7, 2020:

- 39,930 applications had been received, of these 21,221 have been completed and verified.
- 12,222 of the completed applications have an AGI of $50,000 or less.
    - Serving 89,124 students (in families with an AGI of $50,000 or less
- Approximately $23,000,000 in awards in Wave 1.

BOARD ACTION

This item is for informational purposes only.