

**STATE DEPARTMENT OF EDUCATION
DECEMBER 13, 2023**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT UPDATE	Information Item
2	FALL IRI REVIEW	Information Item
3	HARDSHIP STATUS ATHOL ELEMENTARY	Action Item
4	ASSESSMENT ITEM REVIEW COMMITTEE RECOMMENDATIONS	Action Item
5	FEDERAL FUNDS REQUEST	Action item

**STATE DEPARTMENT OF EDUCATION
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SUBJECT

K-12 Overview

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education Bylaws establish the superintendent of public instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education (SBOE) on the Superintendent's priorities moving forward.

- Idaho Career Ready Students (ICRS) Update
- Modernizing School Funding/K-12 Budget Submission
 - 2024 Legislation
- Graduation Requirements Update
- Fall IRI Update, Goal-Setting

BOARD ACTION

This item is for informational purposes only.

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SUBJECT

Fall 2023 IRI Results

REFERENCE

August 2016	Board members adopted the recommendations from the Early Literacy Assessment Working Group to replace the current statewide Idaho reading assessment with an electronically administered, computer adaptive assessment.
December 2018	Board reviewed fall IRI performance on the new assessment.
October 2019	Board reviewed the statewide reading assessment results and discussed literacy growth targets.
October 2020	Board reviewed the statewide reading assessment results as part of the October Work Session.
October 2021	Board reviewed the statewide reading assessment results, including the fall 2021 administration as part of the Work Session discussion.
December 2021	Board received an update on the fall 2021 statewide reading assessment, the Idaho Reading Indicator, results.
October 2022	Board received an update on the statewide reading assessment and cohort growth numbers as part of the Work Session's performance measure discussion.
December 2022	Board received an update on the fall 2022 statewide reading assessment, the Idaho Reading Indicator, results.
October 2023	Board received an update on the spring 2023 statewide reading assessment, the Idaho Reading Indicator, results.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Chapter 18, Title 33
Administrative Code, IDAPA 08.02.03.111 Assessment in Public Schools

BACKGROUND/DISCUSSION

This fall's Idaho Reading Indicator (IRI) administration occurred between August 1, 2023, and September 29, 2023. By default, students participated in person, but the state again enabled a remote administration option to provide additional flexibility for schools and students. The Idaho Department of Education (Department) matches the IRI results to the October public school enrollment data to create a final dataset. At the time of the Board material submission deadline,

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the Department was still working on the data cleanup process. Specifically, less than 1% of students were not matched to their enrollment data. The preliminary results show that Idaho schools continue to make progress in the fall IRI with a one or two percentage points increase in proficiency across grade levels.

The Department will finalize the data and provide a presentation to update the Board on current early reading performance at the December Board meeting.

ATTACHMENT - 1 Fall IRI data

IMPACT

This agenda item will provide the Board and Board staff with updated IRI performance data to inform ongoing discussions about early literacy.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Meeting materials were not provided to Board staff prior to the Board meeting. As such, Board staff cannot provide comments or recommendations.

BOARD ACTION

This item is for informational purposes only.



Idaho Department
of Education

Fall 2023 IRI

Dec. 2023 OSBE

Attachment 1



Tab 2 Page 1



Summer Slide

Summer Slide

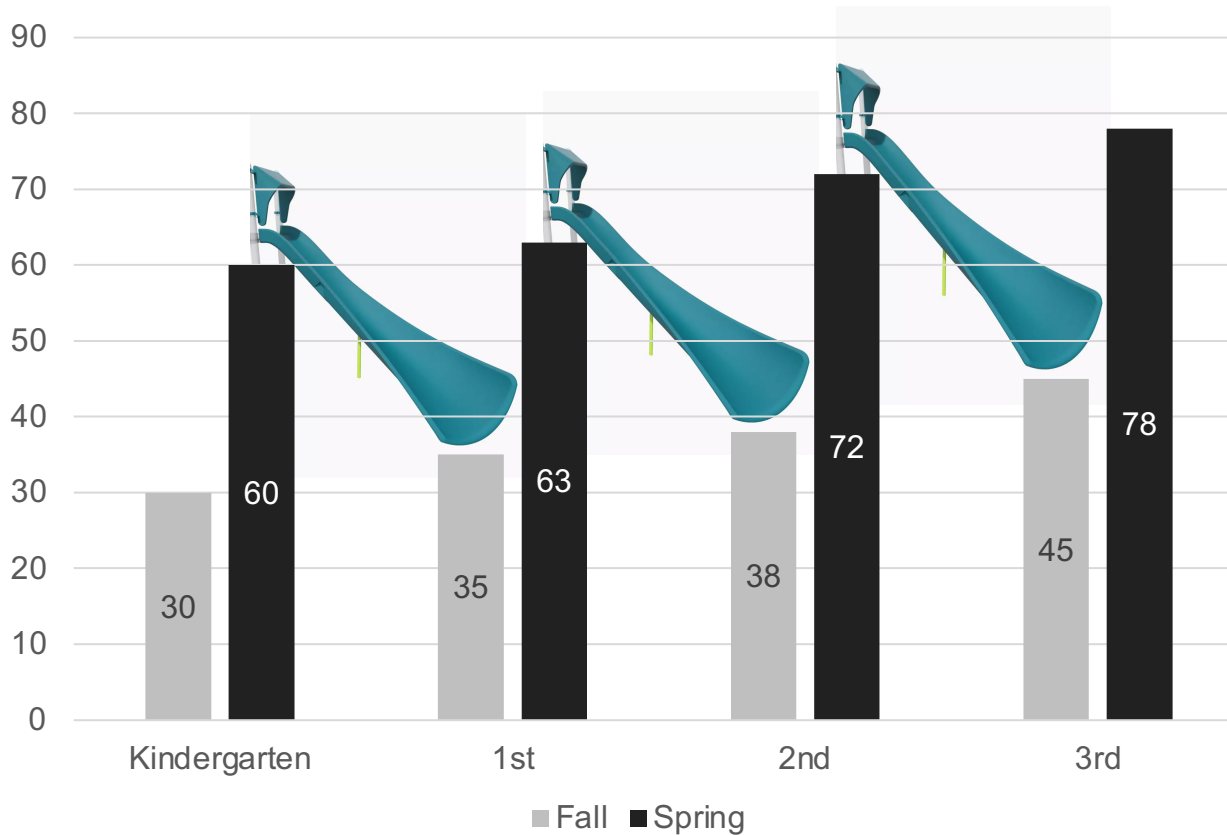


Summer Slide

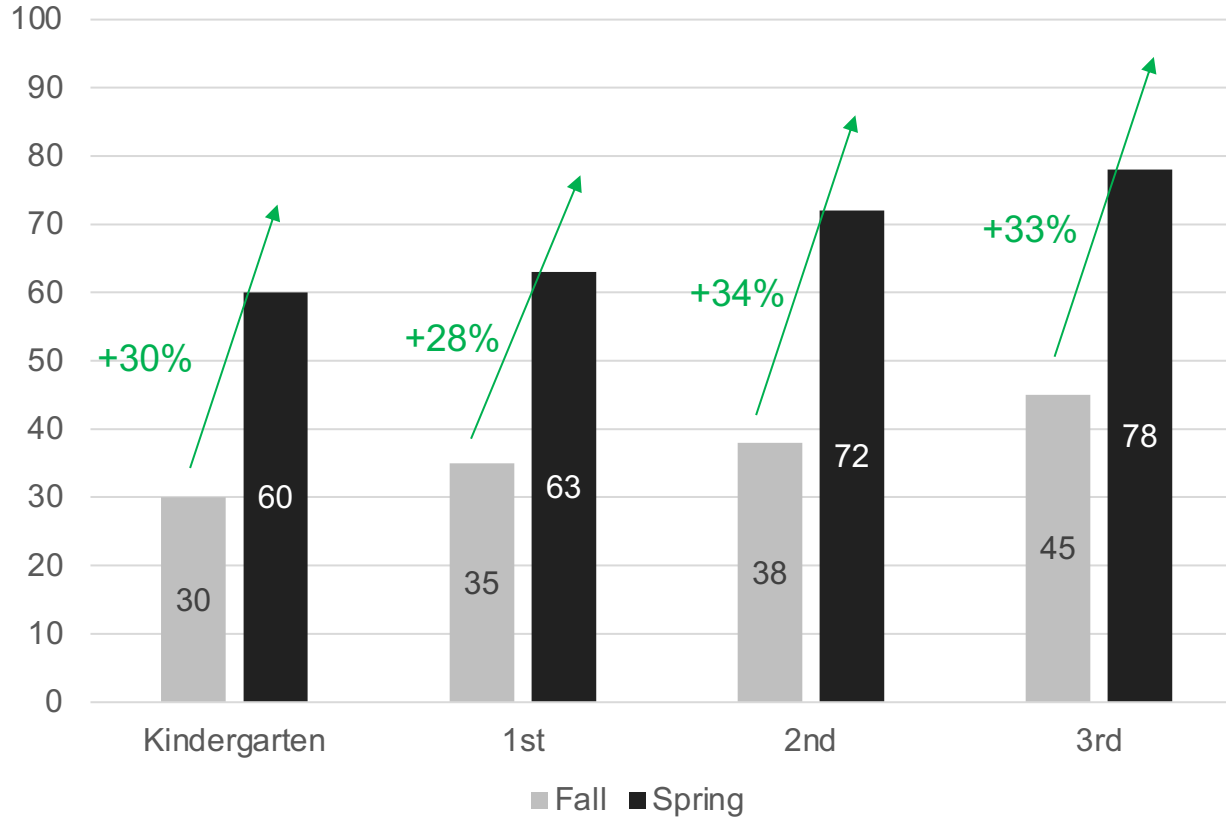
“Summer slide” is the tendency for students to lose some of the achievement gains they made during the previous school year.

- Lack of daily application of learned skills
- Not reading at home
- Little/no new learning

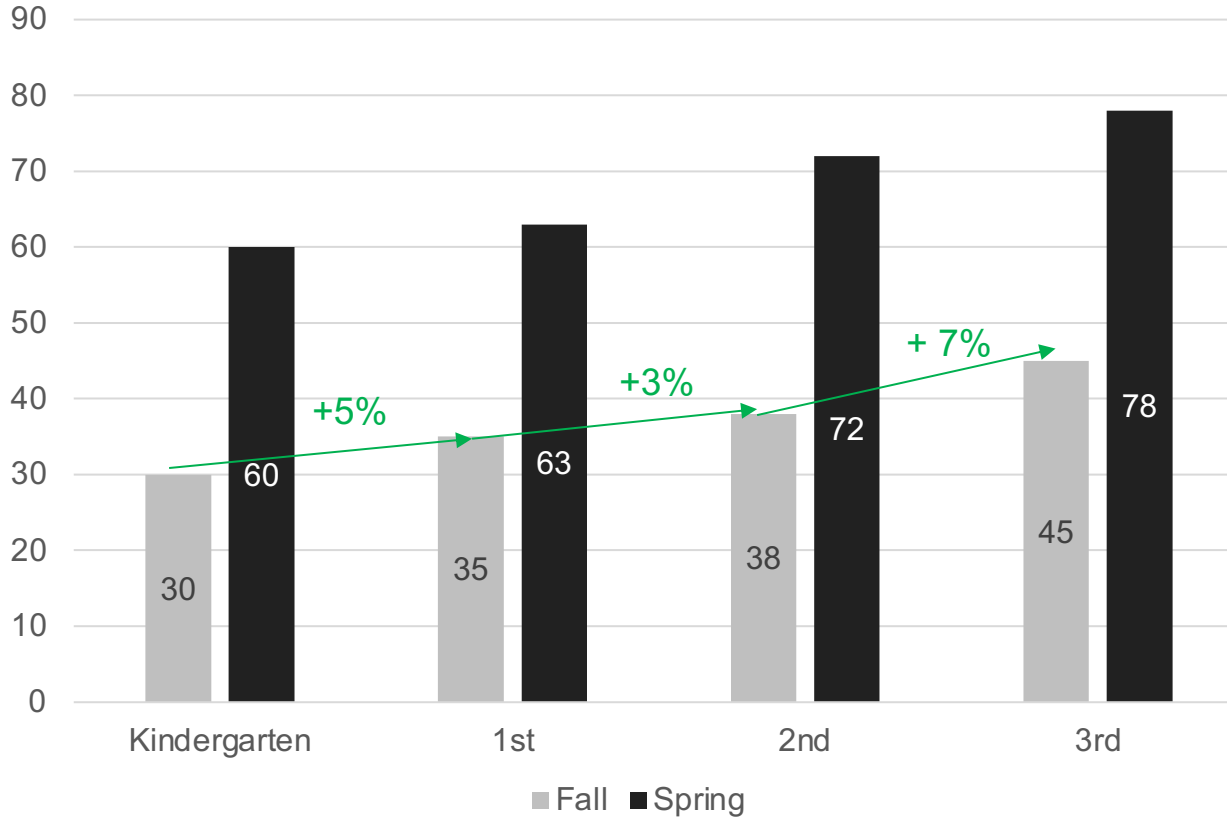
Summer Slide



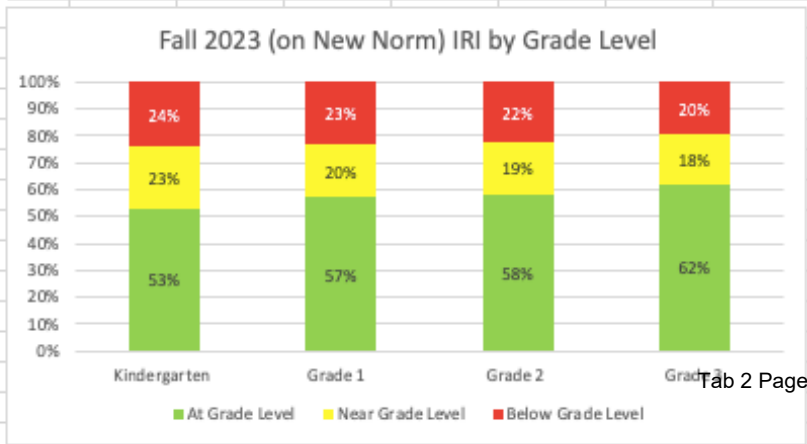
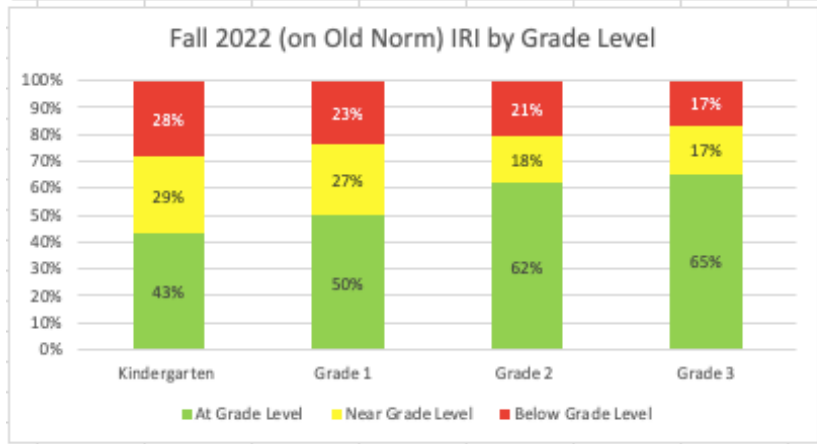
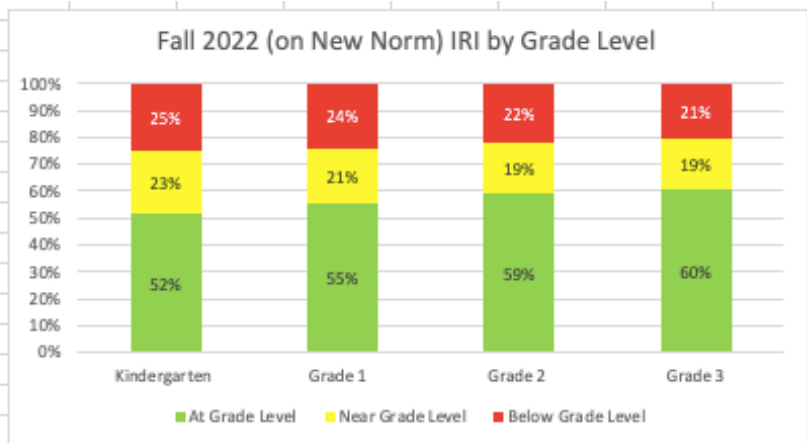
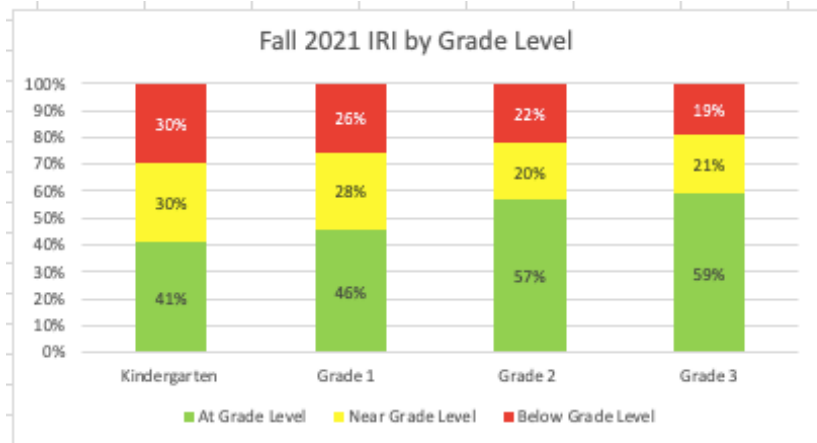
Summer Slide: SY Growth



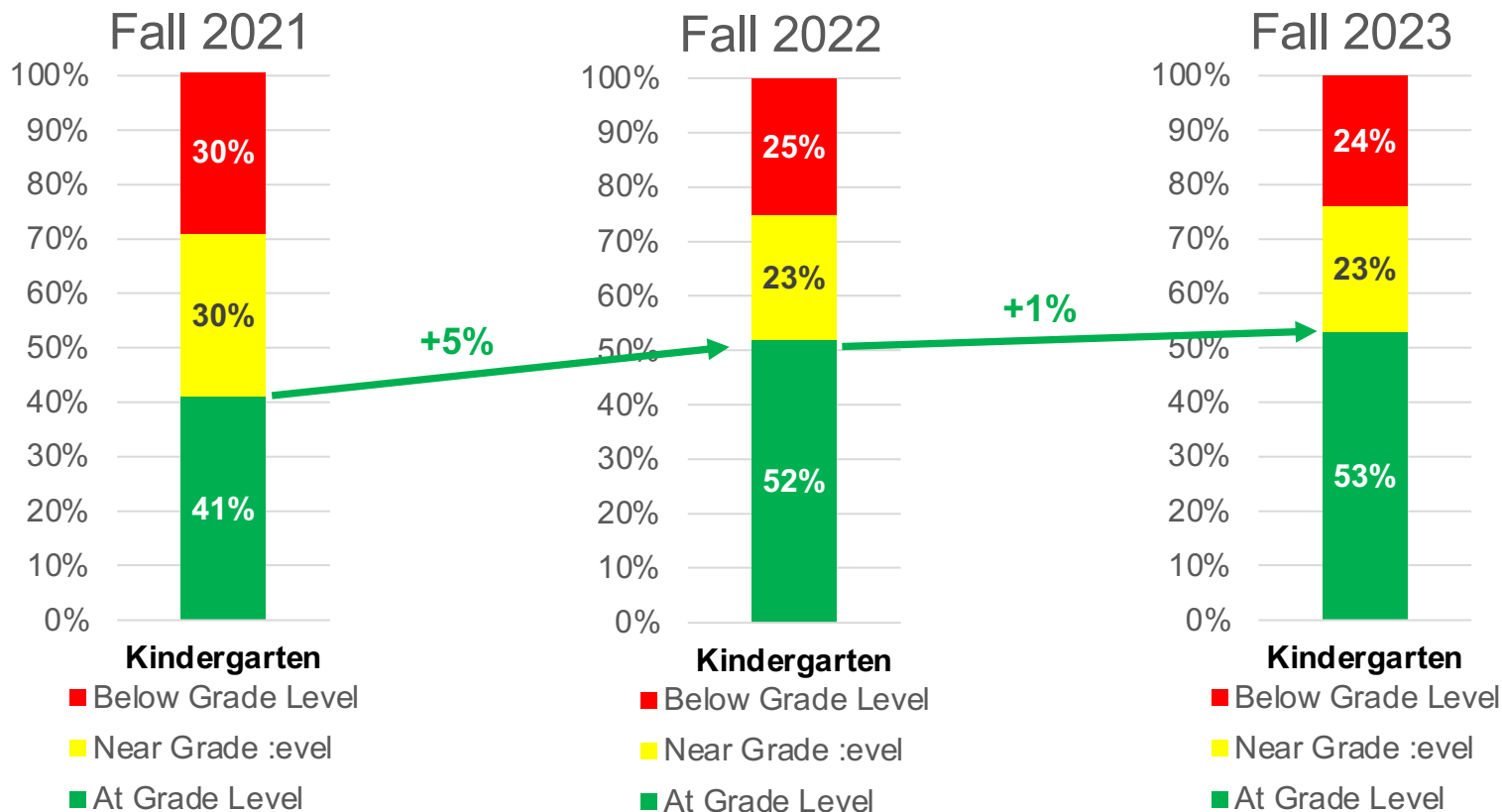
Summer Slide: Reduced



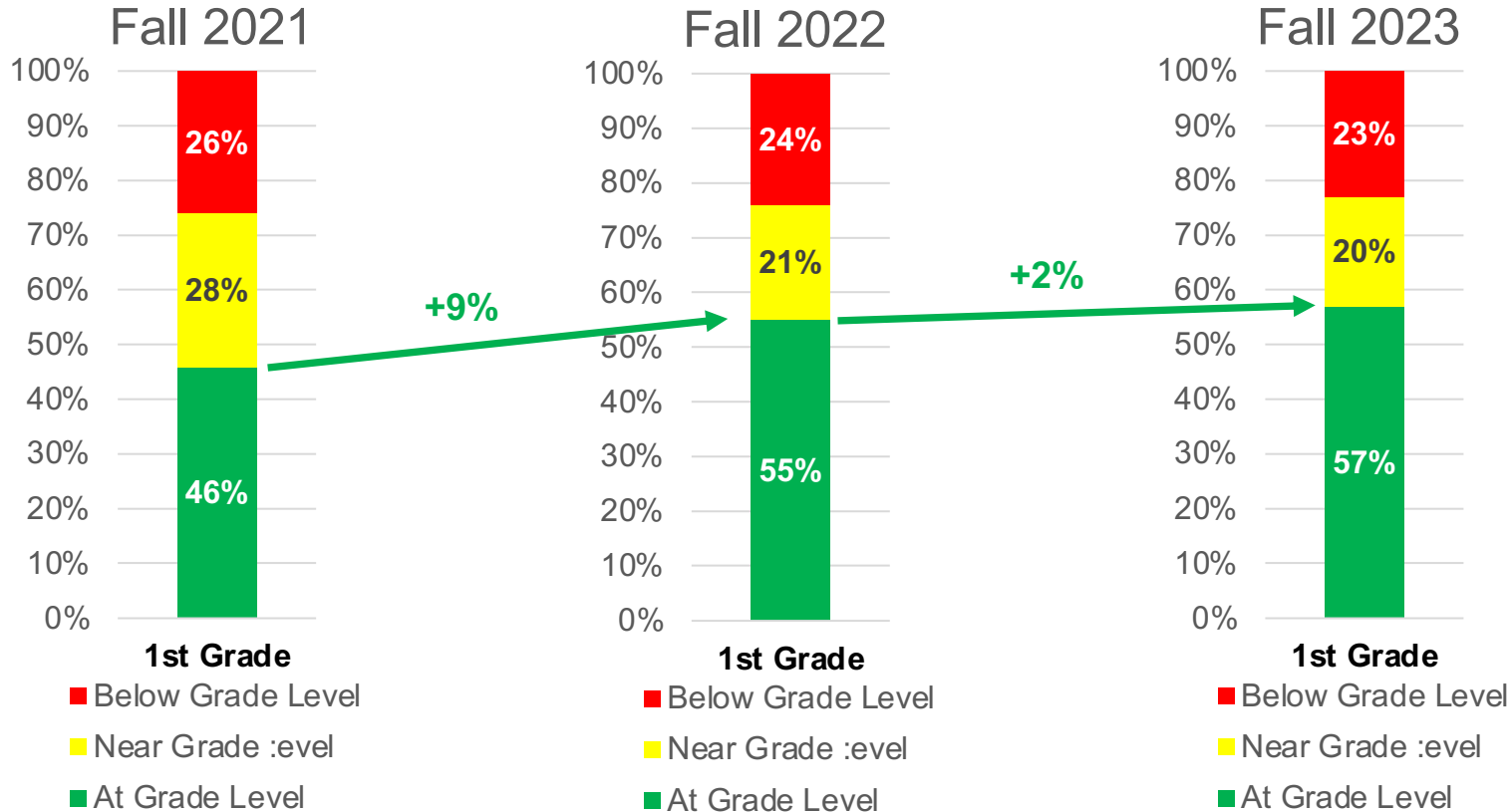
Fall IRI Data



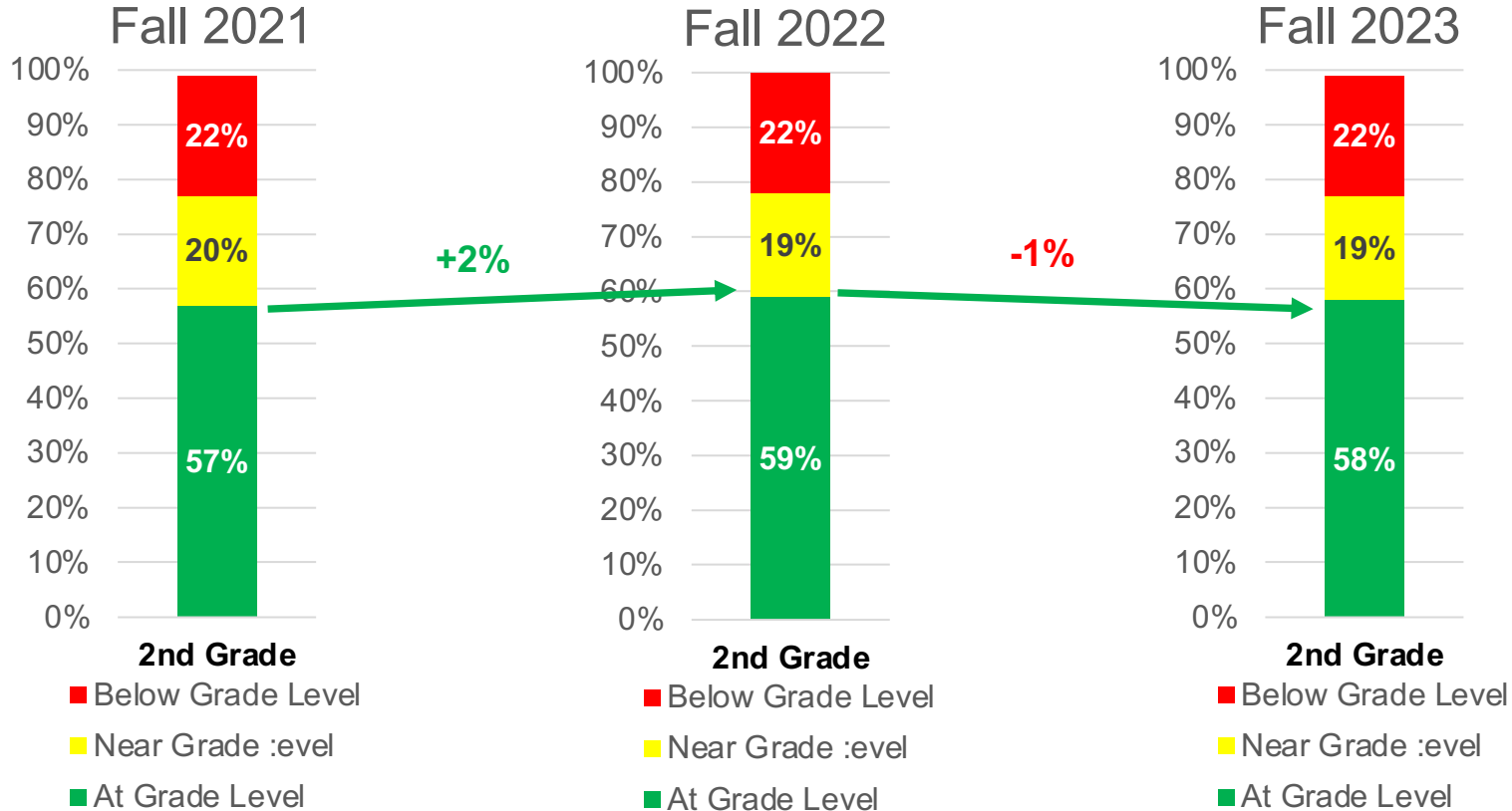
Fall IRI Data: Kindergarten



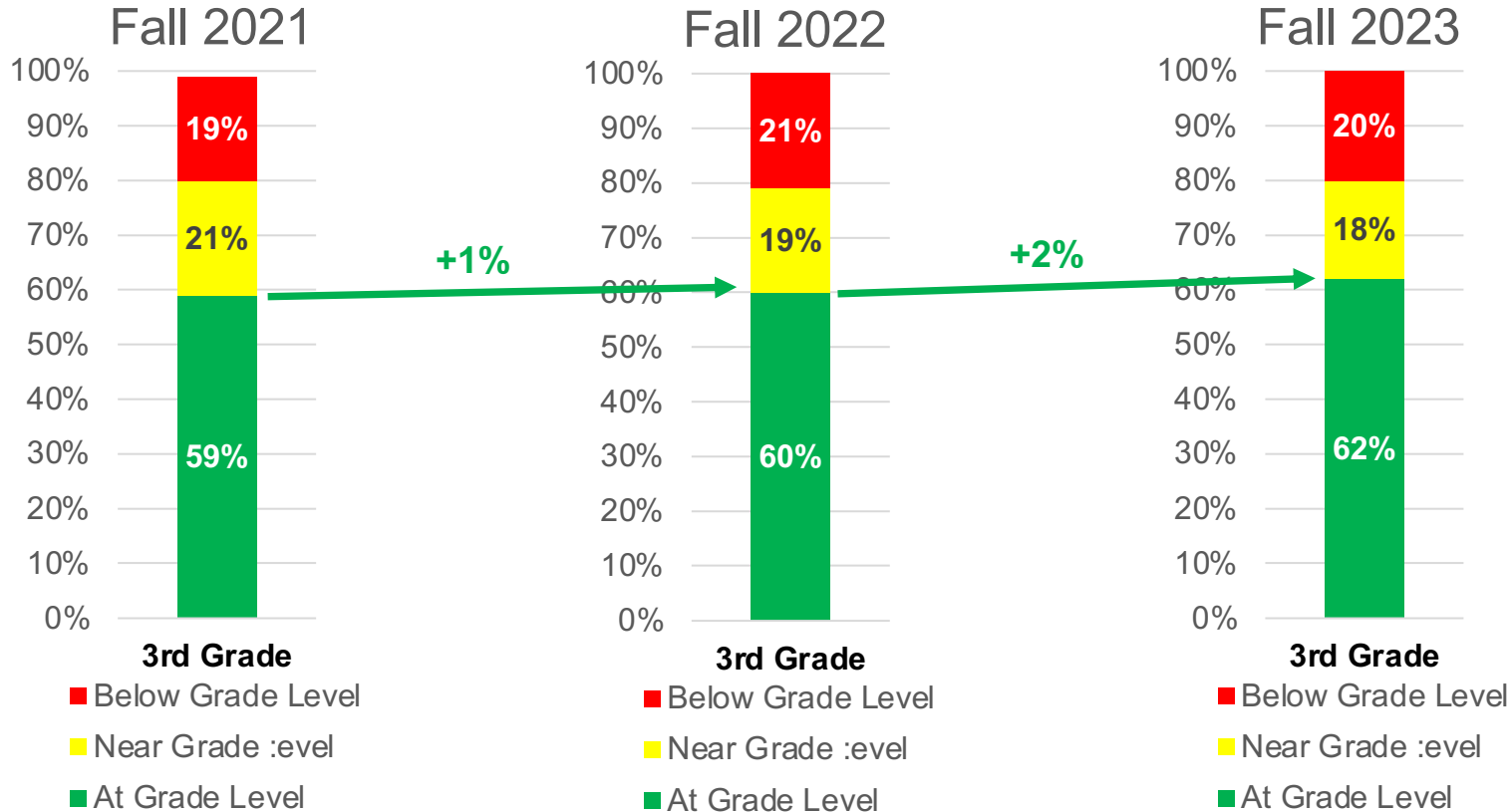
Fall IRI Data: 1st Grade



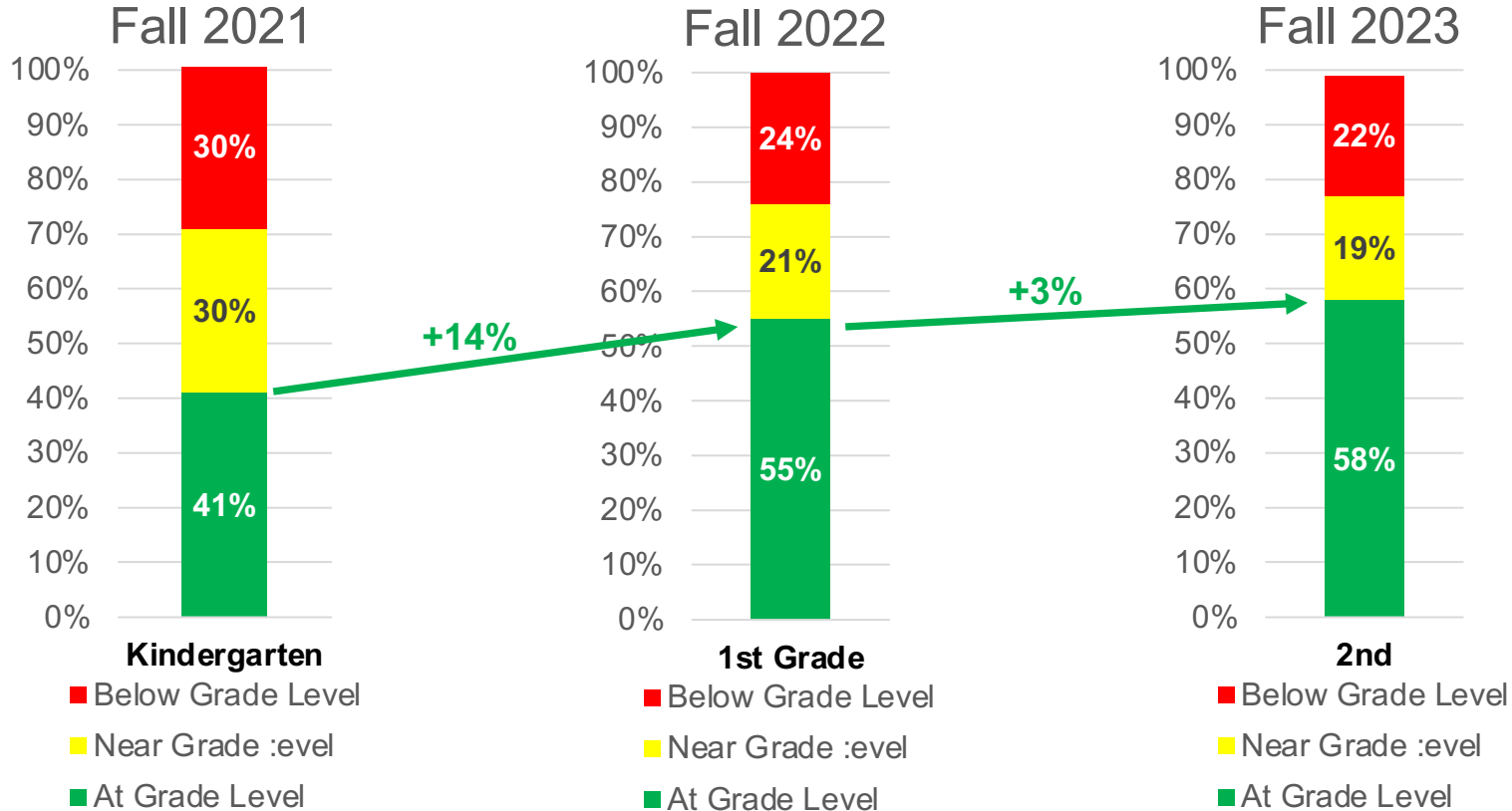
Fall IRI Data: 2nd Grade



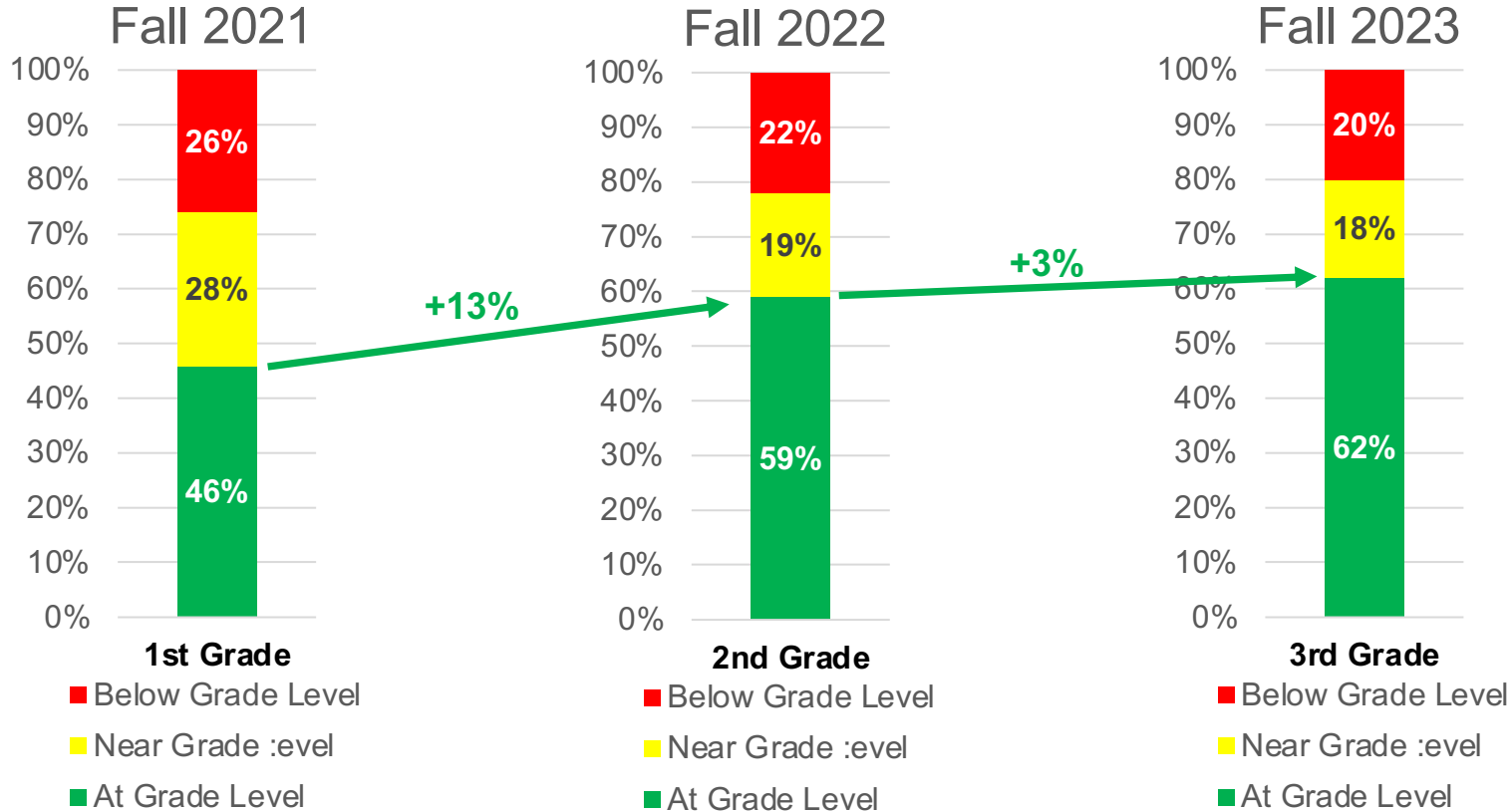
Fall IRI Data: 3rd Grade



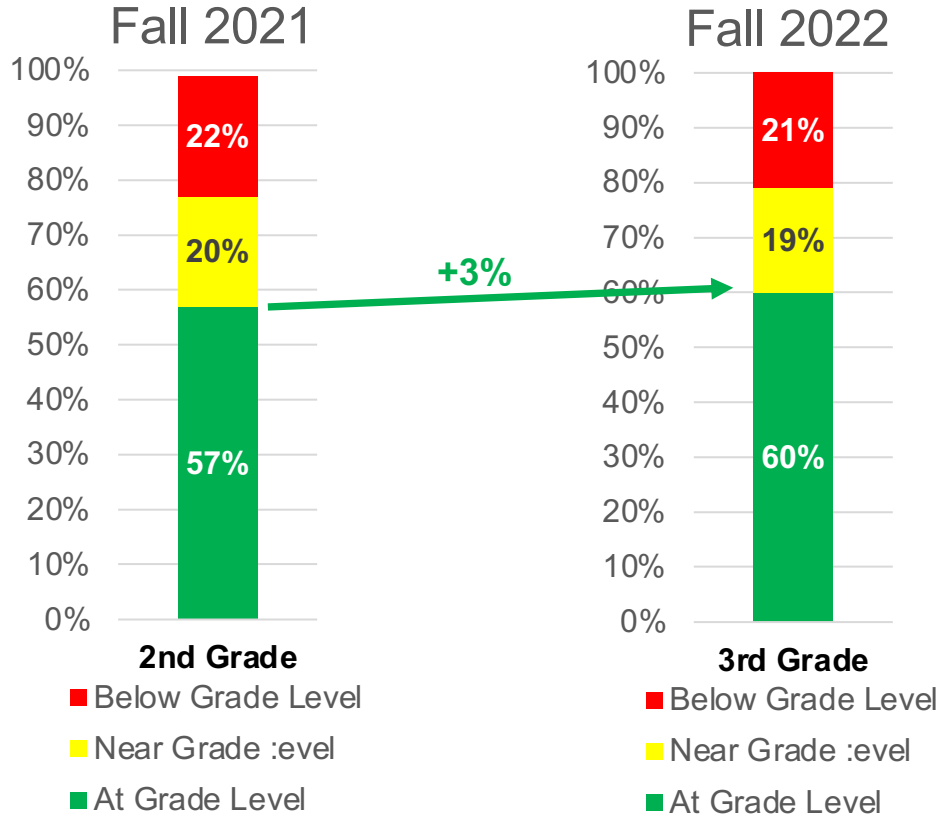
Fall IRI Data: By Cohort



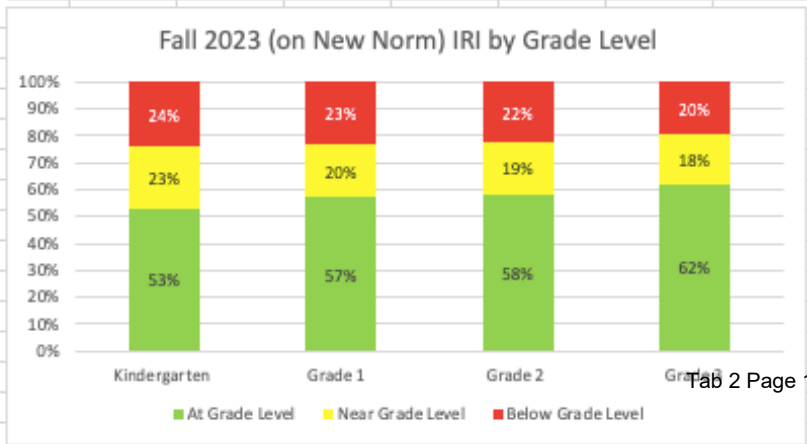
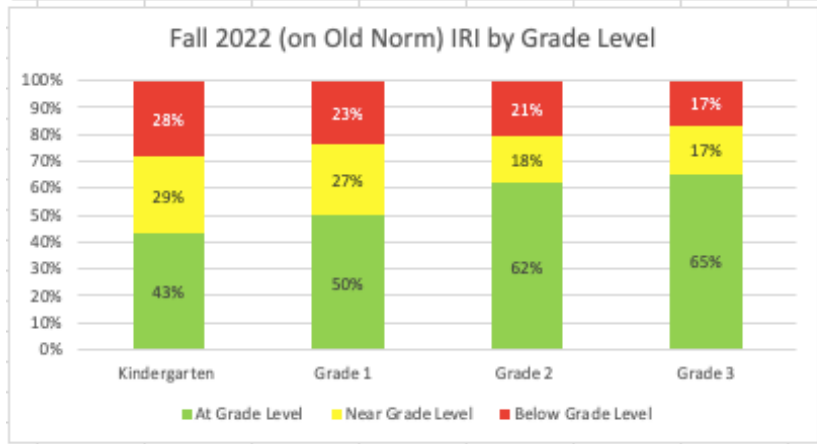
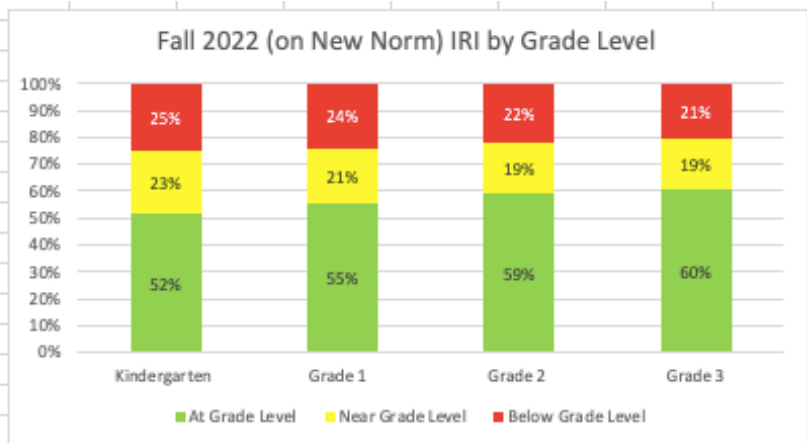
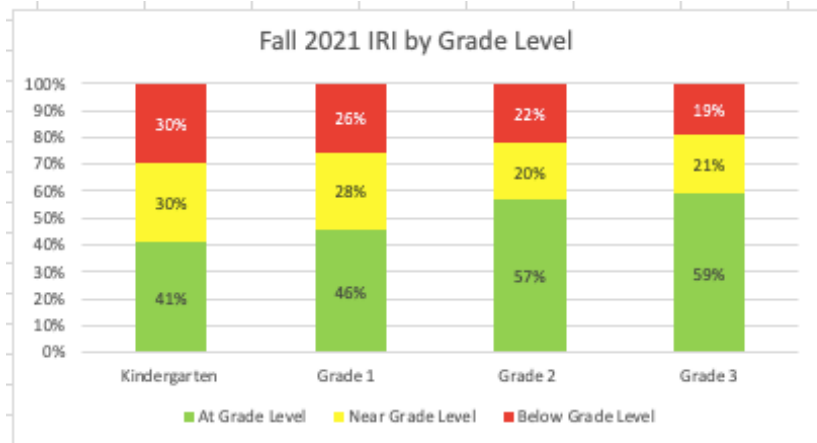
Fall IRI Data: By Cohort



Fall IRI Data: By Cohort



Fall IRI Data



What's Next: IRI Growth

Attachment 1



Decrease Tier III (**red** – below grade level)

Decrease Tier II (**yellow** – near grade level)

Increase Tier I (**green** – at grade level)

What's Next: IRI Growth

Kinder & 1st Grade: By Spring of 2027...

12% or fewer in tier III (**red**)

- Spring 2023 16% (K)
18% (1st)

15% or fewer in tier II (**yellow**)

- Spring 2023 19% (K)
20% (1st)

73% or greater in tier I (**green**)

- Spring 2023 65% (K)
62% (1st)

What's Next: IRI Growth



2nd & 3rd Grade: By Spring of 2027...

12% or fewer in tier III (**red**)

- Spring 2023 18% (2nd)
15% (3rd)

8% or fewer in tier II (**yellow**)

- Spring 2023 16% (2nd)
16% (3rd)

80% or greater in tier I (**green**)

- Spring 2023 66% (2nd)
69% (3rd)

End

Ryan Cantrell

Chief Deputy Superintendent
State Department of Education



Idaho Department
of Education

**IDAHO DEPARTMENT OF EDUCATION
DECEMBER 13, 2023**

SUBJECT

Request for Remote School Status for Athol Elementary School, Lakeland Joint School District #272

REFERENCE

1968 Athol Elementary School designated as a remote elementary school

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1001(26), 33-1003(2)(a) and 33-1003(3), Idaho Code

BACKGROUND/DISCUSSION

The Idaho Department of Education requests that the Board approve the designation of Athol Elementary School, Lakeland Joint School District #272, as a “remote school” pursuant to Section 33-1003(3), Idaho Code.

Historically, Athol Elementary School has been treated as a “separate elementary school” as defined in Section 33-1001(26), Idaho Code. That section provides:

Separate elementary school means an elementary school located more than ten (10) miles on an all-weather road from both the nearest elementary school and elementary/secondary school serving like grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative office of such district if the district employs no superintendent of schools.

Because of this separate elementary school status, Athol Elementary School has participated in the Education Support Program outlined under Section 33-1003(2)(a), Idaho Code. However, during a recent review of schools with separate school status, it was determined that Athol Elementary School is located 9.3 miles from the nearest elementary school or district office, meaning 0.7 miles less than the 10.0 miles required to be considered a separate elementary school.

The Department of Education staff confirmed the mileage calculation with the school’s administration. Thereafter, the Lakeland Joint School District’s School Board submitted a request to the Department seeking a new designation to maintain current funding levels due to the school’s particularly remote and isolated location. Relatedly, Section 33-1003(3), Idaho provides:

The board of trustees of any Idaho school district that operates and maintains a school that is remote and isolated from the other schools of the state because of geographical or topographical conditions may petition the state board of education to recognize and approve the school as a remote and necessary school. The petition shall be in form and content approved by the state board of education and shall provide such information as the state board of education may require. Petitions for the recognition of a

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school as a remote and necessary school shall be filed annually at least ninety (90) days prior to the date of the regular June meeting of the board of trustees.

Within forty-five (45) days after the receipt of a petition for the recognition of a remote and necessary school, the state board of education shall either approve or disapprove the petition and notify the board of trustees of its decision. Schools that the state board of education approves as being necessary and remote shall be allowed adequate funding within the support program for an acceptable educational program for the students of the school.

.....

The final determination of an acceptable program and adequate funding in the case of a remote and necessary elementary school shall be made by the state board of education.

Special conditions exist which warrant designating Athol Elementary School as a remote school, including (See Attachment 1):

- The school substantially meets the 10-mile standard required for designation as a “separate elementary school.”
- The school services a rural area and bus routes must navigate hazardous road conditions during winter months, particularly those roads adjacent to Lake Pend Oreille.
- A request for this designation is not dissimilar from the rationale which provides that public school boards of trustees have the authority to waive the minimum 1.5 miles distance for bussing students based on considerations of age, health, or safety. (See the Standards for Idaho School Buses and Operations (VI)(H)(7).)
- The Lakeland Joint School District employs an armed guard with the endorsement of county law enforcement agencies to be stationed at the school due to the long response time from county law enforcement partners.
- The district is not requesting additional funding; rather, only to maintain the funding it has received since 1968.

IMPACT

Lakeland Joint School District #272 would have received approximately \$98,700 less in FY 2023 if Athol Elementary School had not been considered a separate elementary school. (FY 2024 payment data is not available at the time of drafting this document.)

If the Board approves the request to designate Athol Elementary School as a Remote School, the district’s funding for FY24 “shall be allowed adequate funding within the support program for an acceptable educational program for the students of the school.” Section 33-1103(3), Idaho Code. If the Board does not approve the

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request, the district funding for FY24 will be reduced. The estimated impact, based on FY23 funding, is just under \$100,000.

ATTACHMENTS

Attachment 1 – Letter from Lakeland Joint School District Superintendent Lisa Arnold to State Superintendent Critchfield dated September 30, 2023.

STAFF COMMENTS AND RECOMMENDATIONS

In her September 30, 2023 letter to Superintendent Chritchfield, Lakewood Superintendent Lisa Arnold states that “historically (since 1968) Athol Elementary School has been designated as a remote elementary school. The District is not requesting additional funding, only to maintain the funding that the State Board approved 55 years ago.” Athol Elementary School has been funded as a separate elementary school since 1968, but no longer meets the definition of a separate elementary school provided in Section 33-1001(26), Idaho Code because it is not 10 miles away from the nearest other elementary school. The school appears to meet the definition of a remote school and, if so designated, “shall be allowed adequate funding within the support program for an acceptable educational program for the students of the school.” Section 33-1103(3), Idaho Code. Approving the request aligns the school’s designation with funding received since 1968 and would allow the district to receive anticipated funding for FY24.

Staff recommends approval.

BOARD ACTION

I move to grant Lakeland Joint School District’s request for Athol Elementary School to be designated as a "Remote School" pursuant to Section 33-1003(3), Idaho Code, and, for funding purposes, to treat it as a "separate elementary school" as described in Section 33-1003(2)(a), Idaho Code.

Moved by _____ Seconded by _____ Carried Yes ___ No _____



LAKELAND JOINT SCHOOL DISTRICT
A Community Committed to Academic Excellence...Dedicated to Student Success

Lakeland Joint School District #272
15506 N. Washington Street
Pocatello, ID 83424
H: (208)687-0431 FX: (208)-687-1884

September 30, 2023

Mrs. Debbie Critchfield
State Superintendent
State Department of Education
650 West State Street
Boise, ID 83702

Dear Superintendent Critchfield:

The Lakeland Joint School District 272 is respectfully requesting the Athol Elementary School be designated a Hardship Elementary School Status under Idaho Code 33-1003, 2.b., special applications of the educational support program.

In addition, Idaho Code 33-1001 states that: Upon application of the Board of Trustees of a school district, the State Board of Education is empowered to determine that a given elementary school not otherwise qualifying, is entitled to be counted as a separate elementary school... When in the discretion of the State Board of Education, special conditions exist warranting the retention of the school as a separate attendance unit, and the retention results in a substantial increase in cost per pupil in average daily attendance of the district's elementary grad school pupils (33-1003, 2.b., Idaho Code).

The Lakeland Joint School District believes Athol Elementary School meets the criteria of a "hardship elementary school" for the following reason:

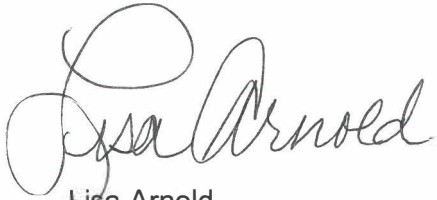
1. *"Not Otherwise Qualifying"*
 - a. Athol Elementary School does not meet the 10-mile standard required for designation as a "separate elementary school". However, the 10-mile standard is substantially met (9.3 miles). Athol Elementary School serves a more rural area of our district with hazardous road conditions frequently encountered on the bus routes through the Bayview and Athol communities during winter weather conditions. Specifically, Bayview community roads are adjacent to Lake Pend Oreille and experience more snow and ice due to the proximity to the lake. The Highway District does not prioritize the roads throughout the Athol Elementary School zone and tends to be some of the last roads cleared in our district during winter weather events.
 - b. A request for "hardship elementary school" status based on age (grades K-5), health, or safety of Athol Elementary School students transiting the roads in the respective school zone is not unlike the rationale for legislative guidance in Idaho Code 33-1501, which provides public school boards of trustees with the authority to waive the minimum 1.5-mile distance for busing students based on considerations of "age or health or safety of the pupil." Additionally, the district employs an Armed Guard, with the

endorsement of our County Law Enforcement Agencies, to be stationed at Athol Elementary due to the lengthy response time of our County Law Enforcement partners.

2. "*Special conditions...warranting retention...*"
 - a. Historically (since 1968) Athol Elementary School has been designated as a remote elementary school. The District is not requesting additional funding, only to maintain the funding that the State Board approved 55 years ago.
3. "*...Substantial increase in cost per pupil...*"
 - a. Per the Idaho State Department of Education website (idahoschools.org) the average cost per pupil in the District is \$10,332 for 2022. Athol Elementary School's average cost per pupil was \$11,251. Cost per pupil is calculated by dividing the current expenditures by the total student enrollment. Current expenditures comprise expenditures for the day-to-day operation of schools, including but not limited to expenditures for instruction, administration, instructional support, and operation and maintenance of facilities.
 - b. If Athol Elementary School loses its special funding designation (which has been in place since 1968), the Lakeland Joint School District will lose approximately \$105,000 per year (as per the State Department of Education's finance department).

We thank you for your consideration.

Sincerely,



Lisa Arnold
Superintendent
Lakeland Joint School District 272

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SUBJECT

Assessment Item Review Committee Recommendations

REFERENCE

February 2015	The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
December 2016	The Board approved the removal of the three (3) ELA, on (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.
October 2017	The Board approved the removal of one (1) grade 4 ELA item.
November 2018	The Board approved the removal of one (1) grade 5 ELA Item.
October 2019	The Board approved the removal of one (1) High School ELA item and one (1) High School Science item.
December 2022	The Board approved the removal of one (1) grade 4 ELA item.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, the Board approved a review committee of thirty (30) individuals from each of the six (6) educational regions in the state, representing parents of students, teachers, administrators, and school board members in Idaho's public education system. The committee is required to have two parents, one public or charter school or charter teacher, one school district or public charter school administrator, and one member from the board of trustees or charter school board of directors for each of the six education regions. The committee reviews the computer adaptive test questions on the summative Idaho Standards Achievement Test (ISAT) developed by the Smarter Balanced Consortium, in English Language Arts (ELA)/Literacy and Math, the computer adaptive test questions on the summative ISAT developed by Idaho's assessment vendor, Cambium Assessment, Inc., in Science, and the computer adaptive test questions on the summative Idaho Alternate Assessment (IDAA) developed by Cambium Assessment, Inc., in English Language Arts (ELA)/Literacy, Math, and Science.

The committee is authorized to make recommendations to the Board and the State Department of Education to revise or eliminate summative computer adaptive test questions from the assessment forms. The Board shall make the final determination regarding the adoption or rejection of the committee's

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recommendations. Should the Board approve suggested edits to items, those items will be required to pass through another round of field testing and subsequent data review which could incur an unknown, additional cost.

The Assessment Review Committee recommended the removal of:

- A. One (1) ISAT ELA/L stimulus set was determined to not pass the Idaho Bias and Sensitivity guidelines. This stimulus set affected 14 total items that were also rejected.

The Assessment Review Committee also recommended:

- B. Six (6) ISAT ELA/L items need further review by the Idaho State Department and Board of Education.
- C. One (1) ISAT Mathematics item needs further review by the Idaho State Department and Board of Education.
- D. Three (3) ISAT Science items need further review by the Idaho State Department and Board of Education.

The Policy Planning and Government Affairs Committee reviewed the items without redactions.

IMPACT

The recommendation from the 2023 review committee to remove ISAT ELA/Math item(s) may incur a total additional cost of \$114,000 to Cambium Assessment, Inc. The cost is to reconfigure the item bank and bypass the removed items in the CAT algorithm. This includes psychometric services to ensure the testing form without the removed items continues to produce valid and reliable scores. The details of these psychometric services are outlined in the 200-page technical report produced by Cambium Assessment, Inc. annually. The actual cost will depend on the acceptance of the items by the Smarter Balance Assessment Consortium ("Consortium"). If the Consortium also decides to remove the item for all participating states, Idaho does not have to pay to reconfigure the item bank specific to Idaho.

The recommendation from the 2023 review committee to remove ISAT Science item(s) will not incur any additional cost. However, the SDE has already paid \$10,500 to develop each ISAT science item. The development cost covers item writing, content review, data review, MOU-level bias and sensitivity review, and field testing of the item.

The assessment item review itself cost \$51,423.77 (see Attachment 3).

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ATTACHMENTS

Attachment 1 – 2023 Assessment Item Review Committee Report
Attachment 2 – 2023 Sensitivity Committee Review Guidelines

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Assessment Review Committee reviewed nearly 1,000 items in the most recent review of assessment items. Based on training and expertise, the committee is making recommendations to remove items that have not passed the bias and sensitivity guidelines and to further research several additional items.

Staff recommends approval.

BOARD ACTION

I move to approve the recommendation of the Assessment Review Committee to remove items referenced as A, B, C and D above.

Moved by _____ Seconded by _____ Carried Yes ___ No _____

OR

I move to reject the recommendation from the Assessment Review Committee and retain all new items in the 2023 item pool of the Idaho Standards Achievement Tests.

Moved by _____ Seconded by _____ Carried Yes ___ No _____

STATE DEPARTMENT OF EDUCATION
Bias and Sensitivity Committee Report
September 2023

Section 1: Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the Cambium Assessment, Inc. (CAI) and the Idaho State Department of Education (SDE) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education regarding the revision or elimination of summative computer adaptive test questions from the state assessments. According to the law, the committee is to consist of at least 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors. The Idaho State Department of Education recruited 13 participants from the six regions adhering to the legislative requirements to participate in the Assessment Item Review Committee. There were 10 participants that attended the meeting in-person and 3 participants that attended the meeting virtually.

Section 2: Two Round Review Process

The Round 1 review process in 2023 is adjusted so each item is reviewed by one (1) committee member, chosen at random from the overall committee pool. Items that are “flagged” as displaying bias and sensitivity issues by a majority of the reviewers move on to Round 2 for a large group discussion and review.

Round 2 consists of a large group discussion where committee members share their point of view and hear the perspectives and input of other members for each item flagged for displaying bias and sensitivity issues in Round 1. After discussion, committee members individually vote if an item meets bias and sensitivity criteria. Items for which a majority of the full committee vote an item does not meet bias and sensitivity criteria are then recommended to the State Board of Education for exclusion from the Idaho test bank in the following spring administration.

Section 3: Preparation

For ease of assignment and review by the committee, CAI organizes the items into batches by subject. Each of the batches is assigned to every committee member at random in the first round.

CAI configures the Item Tracking System software to create a “Bias and Sensitivity (BnS) Survey” in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 1, the user interface for Content Rater displays each item with a “click-to-enlarge” box that contained the “Item Rating Question” (with comment boxes for feedback), an “Item Overview” dialog pane, which included information

about the content alignment of the item, and an “Item Content Web Preview” dialog pane, which presents a rendering of the item as it would appear to a student taking an actual administration. The Content Rater application contained a single question for the committee to answer: “Bias and Sensitivity: Meets Criteria.” A response of “Yes” or “No” was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation, and as per standing CAI L.A.B.S. guidelines (i.e., the item **did** display a bias and sensitivity concern), then the panelist would select “No.” A “No” response from a committee member would require a comment.

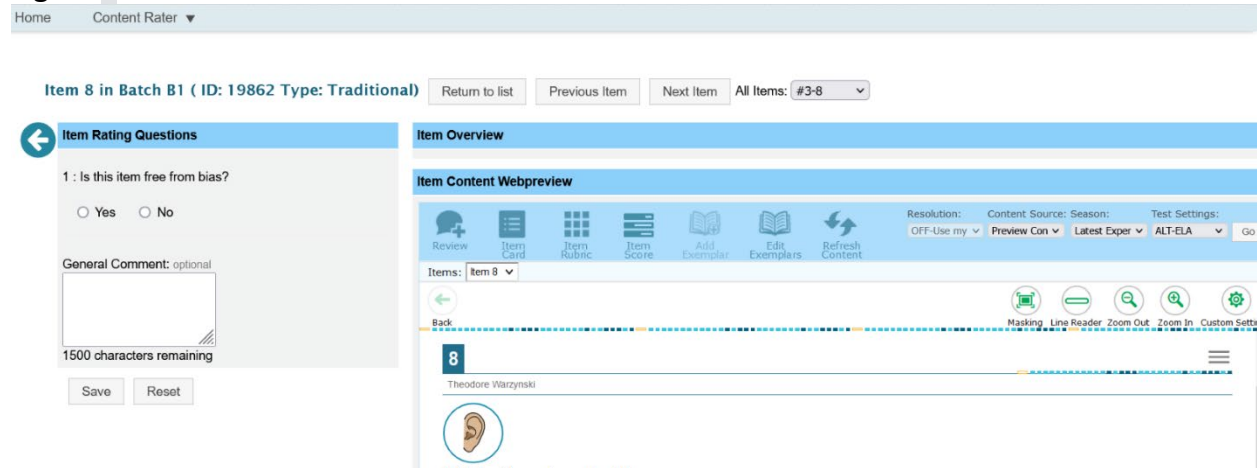
Prior to the committee meeting, CAI creates usernames and passwords for each committee member within the Item Tracking System. CAI loads and pre-assigns (randomly) batches of items for each committee member to review. Participants are instructed to ask for additional batches as they complete and submit their initial assignment.

Section 4: Training

Committee members are trained to identify bias and sensitivity concerns in items annually. The “Idaho Bias & Sensitivity Review” PowerPoint presentation is included in Appendix 1.

Additionally, Cambium Assessment provided a training presentation for the participants to learn what they should be looking for when reviewing items. This presentation included the steps in the item development process, the difference between bias and content related issues, noted that participants should only be flagging items for bias issues, provide specific examples of items that may show bias. Upon completion of the Bias and Sensitivity training, the committee is trained to use the Item Tracking System and Content Rater to submit their feedback on each item electronically (Figure 1).

Figure 1. Content Rater Interface



Section 5: 2023 Summary of Committee Review

Round 1

In September 2023, 1,666 items were presented to the committee.

Table 1. Results of Round 1

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for Round 2 Review
ISAT ELA/Literacy	999	958	41
ISAT MATHEMATICS	569	565	4
ISAT SCIENCE	98	88	10
TOTAL	1666	1611	55

Round 2 Procedures and Results

In Round 2, the committee was asked to conduct a group review on each item that was flagged by a majority of members from Round 1 and then individually vote on each of the flagged items. Prior to members being assigned batches of items to review, Cambium Assessment provided a reminder about the issues that they should be looking for, specifically bias and sensitivity issues. Committee members used the same Content Rater Interface and were asked to answer the same “Bias and Sensitivity: Meets Criteria” question. A response of “Yes” or “No” was required for each item; if individuals determined the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and the L.A.B.S. guidelines, then he/she answered the “Bias and Sensitivity: Meets Criteria” question “No,” and entered a comment explaining his/her reasoning.

A detailed summary of the results of Round 2 is provided in Table 2.

Table 2. Results of Round 2

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for Round 3 Review
ISAT ELA/Literacy	41	21	20
ISAT MATHEMATICS	4	3	1
ISAT SCIENCE	10	7	3
TOTAL	55	31	24

A majority vote rule was established for moving items from Round 2 to Round 3 and followed the design of all previous Bias and Sensitivity Committee Review meetings. CAI analyzed the items that were flagged by 2/3rd of all committee members after Round 2.

Round 2 Procedures and Result

During Round 2, committee members convene a whole group discussion about the items flagged for bias and sensitivity issues from Round 1. After the discussion, the committee members individually vote on each remaining item. If an item received a majority vote for bias and sensitivity issues, the item will be considered “Rejected” by the committee and will go to the Idaho State Department and Board of Education for review. There was only one stimulus set that was rejected, which affects 14 total items that were also rejected, by the Bias and Sensitivity Committee. This was ISAT ELA/L stimulus set, ID 4648. In addition, the Bias and Sensitivity Committee rejected by majority vote six ISAT ELA/L items, one ISAT Mathematics item and eight ISAT Science items. These additional items were rejected with suggested edits and the request that the Idaho State Department of Education and the Board of Education provide further review of these items.

Final Result

Of the 1666 items reviewed by the committee per Idaho Code § 33-134,

- One (1) ISAT ELA/L stimulus set was determined to not pass the Idaho Bias and Sensitivity guidelines. This stimulus set affected 14 total items that were also rejected.
- Six (6) ISAT ELA/L items were determined to need further review by the Idaho State Department and Board of Education.
- One (1) ISAT Mathematics item was determined to need further review by the Idaho State Department and Board of Education.
- Three (3) ISAT Science items were determined to need further review by the Idaho State Department and Board of Education.

Implications of Excluding the Rejected and Flagged Items

CAI has completed the analysis of the impacted Item Bank pools to determine risks associated with rejecting the items identified by the 2023 Bias and Sensitivity Committee. Based on the State Board of Education’s decision in previous years to exclude all items and passages recommended by the Bias and Sensitivity Committee, Idaho could have separate item configurations for the online delivery of the ELA/L and Mathematics assessments. This requires an annual fee of \$57,000 per subject to configure unique item banks for Idaho.

For additional questions, please contact Ayaka Nukui, Director of Assessment & Accountability, at the Idaho State Department of Education (208-332-6926 or anukui@sde.idaho.gov).

IDAHO CONTENT SENSITIVITY REVIEW GUIDELINES

Assessment content is free of bias and stereotypes

1. Gender Considerations
2. Race/Ethnic/Cultural Considerations
3. Religious Considerations
4. Age Considerations
5. Disability Considerations
6. Socio Economic Considerations

Assessment content is sensitive to student and community beliefs and experiences.

7. Controversial topics
8. Emotionally charged topics
9. Promotion of specific morals, unless universally accepted
10. Depiction of dangerous activities
11. Trivialization of significant/tragic human experiences

Assessment content is accessible to all students to the greatest extent possible.

12. Language
13. Differential Familiarity

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SUBJECT

Federal Coronavirus Relief K-12 Funding Request

REFERENCE

March – April 2020	The Idaho State Board of Education (Board) received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor’s Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide student behavioral health supports.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for student behavioral health supports.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.
April 5, 2021	The Board approved the use of \$1,851,300 of CRRSA Act ESSER II State Set-Aside Reserve funds to be distributed to local education agencies who received no ESSER II funds or low ESSER II funding and approved the use of up to \$300,000 in ESSER II SEA Reserve funds for the State Department of Education to administer the grant. The Board approved to preliminarily designate the use of the 2.5% of the ARP ESSER State Set-Aside Reserve funds to local education agencies who received no ARP ESSER funds or low ARP ESSER funds.
April 22, 2021	The Board received an update on the COVID Relief K-12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP EANS.
June 16, 2021	An update on the Coronavirus Relief, CFAC Funds and ESSERF, including CARES Act, CRRSA Act, EANS, and ARP ESSER was provided to Board members.

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October 21, 2021	The Board received a brief update on expended ESSER funds, the status of the LEA Safe Return to In-Person Instruction Plans and the LEA ARP ESSER Use of Funds Plans, and the amendment for the Idaho ARP ESSER State Plan.
February 17, 2022	The Board authorized the State Department of Education to expend an amount not to exceed \$2,200,660 for ARPA ESSER administrative costs including ESSER program coordination, monitoring, and reporting.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-110

American Rescue Plan Act of 2021, Public Law 117-2

BACKGROUND/DISCUSSION

The CARES Act, signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School Emergency Relief (ESSER) Fund. The CARES Act allowed the State Education Agency (SEA), to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. At its August 26, 2020 meeting, the Board adopted the funding distributions for the SEA set aside, including \$1,000,000 for providing professional development for delivering student behavioral support remotely.

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law December 27, 2020. The CRRSA Act provides Idaho an additional \$195,890,413 for K-12 public education under ESSER II. Of this amount, 90% or \$176,301,372 has been allocated to LEAs based on each LEA's proportional share of Title I-A funds for 2020-2021.

The remaining 10%, or \$19,589,041, represented a state set-aside reserve for emergency needs as determined by the SEA to address issues responding to COVID-19, including measuring and addressing learning loss. Of these state set-aside funds, \$979,452 may be used for administrative costs. The State Department of Education (SDE) requested \$300,000 to administer the program of the \$979,452 that were eligible to be used for administrative costs.

The American Rescue Plan (ARP) ESSER (ESSER III) was signed into law March 11, 2021 and provides Idaho \$440,131,922 for K-12 education. Like ESSER I and ESSER II, ESSER III included a State Set-Aside Reserve of 10%, but the federal government provided requirements around the use of this set aside: (5%) must be used to address learning loss; (1%) summer enrichment; (1%) after school programs; and (3%) emergency needs and administrative costs identified by the

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Board. The Idaho ARP ESSER State Plan was approved with conditions on September 13, 2021, and an amended plan was provided in late October 2021.

On January 4, 2022, the U.S. Department of Education changed the requirements for reporting, including the SDE to use a data management tool that does not interface with the current tool being used. Additionally, the SDE required additional funding to be able to pay the personnel to get this data submitted. During the February 2022 meeting, the Board authorized the State Department of Education to expend an amount not to exceed \$2,200,660 for ARP ESSER administrative costs, including ESSER program coordination, monitoring, and reporting.

A year and half later, it is clear that this amount is more than enough for administering ESSER III, and the deadline for expending the funding is September 30, 2024

One need that the Superintendent has identified is related to student behavioral health, which has been an increasing challenge for Local Education Agencies (LEAs), especially in the past several school years, in the wake of the pandemic. Idaho youth are experiencing crisis level emotional distress related to stress, grief, substance abuse, anxiety, and depression. And while many LEAs are implementing these types of resources with their own operating funds, there is not uniformity or equal access to student behavioral health tools.

In 2020, suicide was the 2nd leading cause of death among Idaho youth. Since COVID-19, the Idaho Department of Education has experienced an increase in the number of districts seeking training, resources, and general support for youth mental health and suicide prevention for all grade levels. The Department has also received a higher-than-normal volume of requests for support from individual parents and general community members concerned about mental health among students.

Findings from the 2021 Idaho Youth Risk Behavior Survey indicate that an alarming number of Idaho students in grades 9 – 12 are grappling with mental health issues that could lead to potentially negative health outcomes. For instance:

- Forty-five percent (45%) of Idaho students felt so sad or hopeless almost every day for two weeks or more during the past 12 months that they stopped doing some usual activities;
- Twenty-eight percent (28%) of Idaho students purposely tried to hurt themselves without wanting to die, such as cutting themselves, one or more times during the past 12 months;
- One in ten students (11%) attempted suicide one or more times during the previous 12 months.

A November 2022 survey from Idaho's second largest school district found that 30% of junior high students and 44% of high schoolers are depressed at a

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moderate to severe level. The same survey found that about 29% of junior high students and 34% of high schoolers have struggled with suicide ideation at least once in the last six months and 22% of junior high students and 29% of high schoolers said they would not ask for help from anyone. According to the survey, stress and social isolation are the leading factors for both depression and suicidal ideation among students in this district.

To this end, the Superintendent convened a Student Behavioral Health working group that has been meeting since she took office in January 2023. The FY 2025 SDE budget includes a request to support this initiative.

In response to this exploding need from their members, the Idaho Association of School Administrators (IASA) has partnered with School Pulse, a behavioral health and suicide prevention tool, that can be implemented in Idaho high schools and middle schools. IASA is working to institute this as a pilot at approximately 20 LEAs and would like to sustain it through the 2023-2024 school year. This tool is proactive and evidence-based, meeting students via text message and engaging and empowering parents and appropriate personnel. It provides real-time information to schools and there is an option for parental participation. The SDE and State Board would also have access to data and analytics on academic effort, student well-being, and school culture.

IMPACT

Board action would update the available use of the ARP ESSER SEA set aside and continue to fulfill ongoing need for student behavioral health supports.

There will likely be additional requests for re-dedicating and expending remaining federal funds, including around ongoing LEA digital and curricular needs. Earlier this year, the State Board and the SDE worked to expend additional Governor’s Emergency Education Relief Fund (GEER) funds— from unallocated Emergency Assistance for non-Public Schools (EANS)— for early literacy curriculum and the *Story of America* supplementary curriculum.

BOARD ACTION

I move to authorize \$120,000 of the ARP ESSER SEA Set-Aside funds for administrative costs to be allocated for a comprehensive suicide prevention and student wellness pilot tool for the remainder of the 2023-2024 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____