

**IDAHO DEPARTMENT OF EDUCATION
APRIL 16-17, 2025**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT’S UPDATE - K-12 OVERVIEW	Information Item
2	MILKEN EDUCATOR AWARDS UPDATE	Information Item
3	ADOPTION OF PRAXIS BRIDGE ALTERNATE ASSESSMENT	Action Item
4	PROPOSED REMOVAL OF EXTENDED CONTENT STANDARDS: CORE CONTENT CONNECTORS	Action Item

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 by Idaho Code or as 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 on the Superintendent's priorities moving forward.

- Early Literacy Update
- Post K-12 Legislative and Budget Update
- Assessment and Accountability Update
 - ISAT RFP

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item, no recommendation from Board staff needed.

BOARD ACTION

This item is for informational purposes only.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Milken Educator Awards Update

REFERENCE

October 2020	In 2020, State Department of Education staff restored the Milken Educator Awards program in Idaho.
March 2022	2021 Milken Educators announced.
November 2022	2022 Milken Educator announced.
February 2024	2023 Milken Educators announced.
November 2024	2024 Milken Educator announced.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND/DISCUSSION

The Milken Educator Award is a national award presented by the Milken Family Foundation to recognize educators throughout the country. Candidates are recommended by peers and employers, but do not interview or apply. The goal of this award is to honor and reward outstanding K-12 educators who represent the top of the teaching profession and provide a lifetime incentive for the individual to stay in education. Idaho State Department of Education staff are present during the announcement to congratulate the winners.

IMPACT

There is no financial impact of this program other than staff resources. The general impact is an incentive for great teachers to remain in the profession.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item, no recommendation from Board staff needed.

BOARD ACTION

This item is for informational purposes only.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Adoption of Praxis Bridge Alternate Assessment

REFERENCE

April 2023	Board approved Praxis II assessments and Idaho cut scores
April 2024	Board approved Praxis II assessments and Idaho cut scores
August 2024	Board approved Praxis II Elementary Education Teaching Reading, Mathematics, Social Studies, and Science (7001), and multi-state qualifying scores to replace Praxis II Elementary Education: Multiple Subjects (5001) and Elementary Education: Content Knowledge for Teaching (7811)

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board)-approved content area assessment. Praxis II – Subject Assessments are one of the Board-approved content area assessments.

On February 6, 2025, the Recommendations Committee (committee) of the Professional Standards Commission (PSC) reviewed and discussed the Praxis Bridge alternate assessment (Bridge). Teacher candidates who take a Praxis test and fail the test within one standard error of measurement (1 SEM) of the state's passing score are eligible to take the Bridge alternate assessment, a professional learning module, instead of retaking the full Praxis test (Attachment1). The Bridge is a less costly alternative to retaking the full Praxis. The cost of the Bridge professional development module is \$50; the cost of a Praxis elementary series subtest ranges between \$64 and \$85.

The Bridge alternate assessment professional learning module matches the test's area of greatest difficulty and includes a content overview, practice items, and a knowledge check designed to affirm candidate understanding of the material. For a candidate to pass the professional learning module, they must achieve a minimum score of 75-80% on their first attempt. If a score of 75-80% is not

achieved, hints are provided, and candidates can revise their responses; the candidate must then achieve a score of 100% to pass.

The Bridge was piloted in Connecticut, Kansas, and West Virginia. From November 1, 2024, to January 1, 2025, 1,143 Praxis tests were taken, and of those, 143 test takers qualified for the Bridge. Of those 143 test takers, 56 registered for the Bridge, and 48 completed the Bridge. Over 84% of pilot participants agreed that the Bridge assessment's data-driven approach enhanced concept mastery. In addition, over 95% of pilot survey respondents agreed that the practice questions effectively prepared them for success. Participants valued the focused learning on specific knowledge gaps, reduced test anxiety, the self-paced format, and detailed feedback on incorrect test answers.

The Bridge is currently available for all Praxis 5001 elementary series subtests and three out of four of the Praxis 7001 elementary series subtests. Both series are currently used in Idaho. Additional Bridge alternate assessments for Praxis tests used in Idaho are planned to be available in 2025, with additional tests forthcoming:

- 7002 - Elementary Education: Teaching Reading (the fourth Praxis 7001 subtest)
- 5038 – ELA Content Knowledge
- 5355 – Special Education: Foundational Knowledge
- 5165 – Mathematics
- 5581 – Social Studies
- 5025 – Early Childhood Education
- 5164 – Middle School Mathematics
- 5047 – Middle School English Language Arts
- 5442 – Middle School Science

States that approve the Bridge alternate assessment pathway can adopt a three-year retroactive eligibility. If the Bridge is adopted by a state, Educational Testing Service (ETS), the provider of the Praxis tests, will identify and notify the state's candidates from the past three years who fit the eligibility criteria for the Praxis Bridge. Data from ETS shows that Idaho teacher candidates who have taken the 5001 or 7001 series elementary tests over the last 3 school years can benefit from this program (Attachment 2).

On February 6, 2024, the PSC voted to recommend the Praxis Bridge alternate assessment, with three-year retroactive eligibility, to the Board for approval.

IMPACT

The Praxis Bridge alternate assessment pathway lowers a barrier to teaching by providing teacher candidates a lower cost, alternative means to demonstrate mastery of content to pass the Praxis.

IDAHO DEPARTMENT OF EDUCATION
APRIL 16-17, 2025

ATTACHMENTS

Attachment 1 – Praxis Bridge Overview

Attachment 2 – Idaho Test Takers Qualifying for Praxis Bridge

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends adoption of the Praxis Bridge Alternate Assessment.

BOARD ACTION

I move to approve the Praxis Bridge alternate content area assessment pathway, with three-year retroactive eligibility.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Praxis Bridge: Closing the Gap Between Potential and Performance

Praxis Bridge has been designed to provide flexibility when placing additional qualified teacher candidates into the classroom. It bolsters the teacher pipeline without compromising the vital content-knowledge skills needed for effective instruction.

HOW PRAXIS BRIDGE CAN HELP YOUR TEACHER CANDIDATES:

This alternative encourages eligible candidates, who have attempted the Praxis test at least once and scored within a certain threshold, to complete a professional-learning module instead of retaking the entire test.



Greater flexibility: a module can be completed at the test taker's convenience within a six-month window. Each module lasts just forty-five minutes.

Dynamic engagement: interactive materials target specific content at the subcategory level rather than mandating a one-size-fits-all solution.

Low cost: a module is \$50 (less than a full test retake).

Praxis Bridge is available for Elementary Education Multiple Subjects 5001/7001 - English Language Arts, Mathematics, Social Studies and Science. It is not yet available for 7002 Teaching Reading.

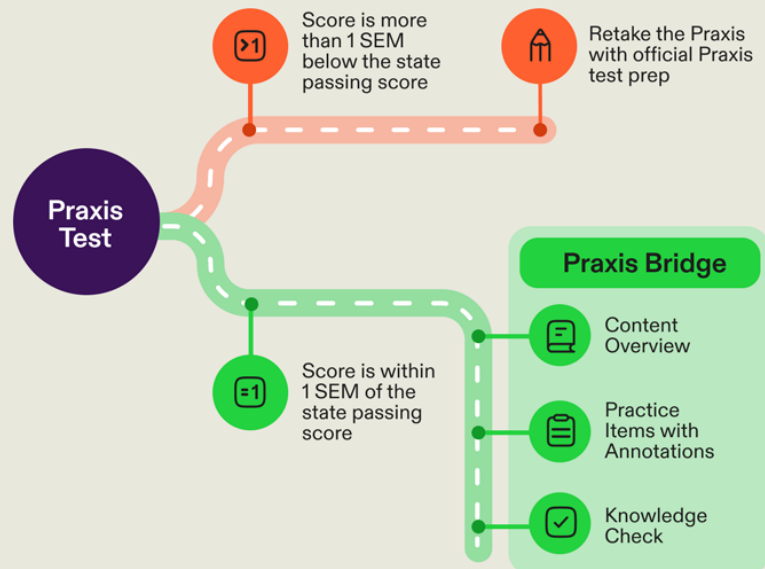
“

ETS is excited to offer this option to state partners, which is fully aligned with the Praxis assessments they've adopted. We look forward to continued engagement as we roll out these modules for numerous test titles over the coming year.

- Vince Dean, Executive Director, Praxis

HOW PRAXIS BRIDGE WORKS:

Depending on the candidate's Praxis test performance, ETS identifies a professional development module that represents the greatest area of growth. The module provides content overviews and practice items with annotations, all of which help test takers define key concepts and affirm their understanding of the material. Candidates will have unlimited opportunities to pass a knowledge check to complete the module.



The ultimate goal: candidates get support on the Praxis-test concepts that challenged them the most. Successful completion results in a certificate of completion and an updated Praxis score report. The licensing agency can view that as equivalent to passing the test.

HOW PRAXIS BRIDGE WORKS:

A dynamic, low-cost opportunity to meet licensing requirements that helps states more quickly move qualified candidates into the classroom.

Easy access and asynchronous remote learning.

Engaging content linked directly to the Praxis blueprint and based on national standards for the academic discipline.

Scaffolded learning with practice items that provide feedback and analysis.

HOW TO GET STARTED:

Praxis Bridge for Elementary Education launches in February 2025. **Contact your Director of Educational Partnerships** to discuss how the Praxis Bridge can support teacher candidates in your state.



Idaho Test Takers Qualifying for Praxis Bridge Total Group

Test Taker Attempts: Highest Score

Administration Date	Test	N	Current Score (CS)		CS-1 SEM		# Eligible for Bridge
			# Pass	% Pass	# Pass	% Pass	
SEP-2021 to AUG-2024	5002 Elem Ed: MS Reading & Language Arts Subtest	1062	988	93.03	1020	96.05	32
	5003 Elem Ed: MS Mathematics Subtest	1123	992	88.33	1037	92.34	45
	5004 Elem Ed: MS Social Studies Subtest	1121	986	87.96	1041	92.86	55
	5005 Elem Ed: MS Science Subtest	1114	997	89.50	1049	94.17	52
SEP-2024 to DEC-2024	7002 Elem Ed: Teaching Reading Subtest	25	23	92.00	23	92.00	0
	7003 Elem Ed: Mathematics Subtest	28	24	85.71	27	96.43	3
	7004 Elem Ed: Social Studies Subtest	26	16	61.54	19	73.08	3
	7005 Elem Ed: Science Subtest	23	13	56.52	16	69.57	3

Note:

The 7001 Elementary Education: Multiple Subjects was adopted for use by Idaho in September 2024, therefore there is limited data available.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Proposed Removal of Idaho Extended Content Standards: Core Content Connectors

REFERENCE

April 2008	Board approved the temporary and proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards.
August 2008	Board approved pending rule Docket 08-0203-0802, incorporating by reference the Idaho Extended Content Standards.
August 2017	Board adopted revised Idaho Science Content Standards.
August 2017	Board approved pending rule Docket 08-0203-1703, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards: Core Content Connectors in ELA and Math.
June 2019	Board approved Idaho Extended Content Standards in Science
November 2022	Pending Rule Docket 08-0203-2201 – Rules Governing Thoroughness

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section: IV. Organization Specific Policies and Procedures Subsection: D. Educator Preparation, Certification, and Standards

BACKGROUND/DISCUSSION

The Idaho Extended Content Standards: Core Content Connectors outline alternate **academic** content standards for students with the most significant cognitive disabilities who qualify for the Idaho Alternate Assessments in English language arts, mathematics, and science. They are aligned with the Idaho Content Standards, but have been reduced in depth, breadth, and complexity.

According to pages 23-24 of Public Law 114-95, Section 1111(b), December 10, 2015, 129 STAT.1824, each state shall adopt "...challenging academic standards and aligned academic achievement standards..." The same standards "...apply to all public schools and public school students in the State; and with respect to the academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State...except as required [for] ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES. In general, The STATE may...adopt alternate academic achievement

standards...provided these standards are aligned with challenging State academic content standards...”

These excerpts from Section 1111(b) of Public Law 1114-95 indicate that the only exception to having the same “challenging academic standards” for all students, i.e. Idaho Content Standards, is alternate academic **achievement** standards. Alternate academic **achievement** standards are developed through an alternate assessment standard-setting process and include three components: achievement levels (e.g. “proficient”, “basic”, etc.), corresponding cut scores, and achievement level descriptors (i.e. the description of what each achievement level means) on the alternate assessment. The alternate **achievement** standards are not **academic** content nor instructional standards, which outline what all Idaho students are expected to know and be able to do.

The Idaho Extended Content Standards: Core Connectors represent different **academic** content standards from the Idaho Content Standards. For this reason, the Idaho Extended Content Standards: Core Content Connectors are not in compliance with Public Law 114-95, Section 1111(b). Therefore, the Idaho Extended Content Standards: Core Content Connectors in all content areas should be removed from State Board of Education Policies and Rules as documents incorporated by reference and the Idaho Department of Education Idaho Content Standards webpage.

The Idaho Extended Content Standards: Core Content Connectors appear in and should be removed from the locations listed below as of July 1, 2025.

- State Board of Education website, Document Incorporated by Reference or Rule*:
 - Core Content Connectors: English Language Arts**
 - Core Content Connectors: Mathematics**
- Idaho Department of Education, Idaho Content Standards webpage:
 - Extended Content Standards for English Language Arts**
 - Extended Content Standards for Mathematics**
 - Extended Content Standards for Science**

*NOTE: Based on minutes from page 5 of the June 2019 State Board of Education meeting, the Idaho [Extended Content Standards:] Core Content Connectors – Science were approved. However, they do not appear on the State Board of Education website, Document Incorporated by Reference or Rule.

**NOTE: The full title “Idaho Extended Content Standards: Core Content Connectors” has been shortened to “Core Content Connectors” on the State Board of Education website and “Extended Content Standards” on the Idaho Department of Education Idaho Content Standards webpage. These documents are identical.

IMPACT

Removal of the Idaho Extended Content Standards: Core Content Connectors will not have a financial impact. However, their removal will impact special education administrators and instructors in two ways: 1. Special education teams use them to write standards-based Individualized Education Programs (IEPs). 2. Special education teachers have been using them to guide academic instruction for students taking the Idaho Alternate Assessment. In both cases, the Idaho Department of Education will provide training to special educators regarding the use of Idaho Content Standards for writing standards-based IEPs and delivering academic instruction to students who qualify for the Idaho Alternate Assessment.

If the Board does not take action to remove the Idaho Extended Content Standards: Core Content Connectors, Idaho will be out of compliance with Section 1111(b) of Public Law 114-95. Inaction on this item could result in a finding if Idaho is monitored by the US Department of Education. This type of finding could likely result in a requirement to remove the Idaho Extended Content Standards: Core Content Connectors.

ATTACHMENTS

Attachment 1 – Excerpt from Public Law 114-95, December 10, 2015, pp. 23-25

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends removal of the Idaho Extended Content Standards: Core Content Locations from the above listed locations.

BOARD ACTION

I move to approve the request by the Idaho Department of Education to remove the Idaho Extended Content Standards: Core Content Connectors in English language arts, mathematics, and science from State Board of Education policy under documents incorporated by reference and the Idaho Department of Education Idaho Content Standards webpage as of July 1, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PUBLIC LAW 114-95—DEC. 10, 2015

129 STAT. 1823

in a manner that is transparent and immediately made available to the public on the Department's website, including—

“(A) plans submitted or resubmitted by a State;

“(B) peer-review guidance, notes, and comments and the names of the peer reviewers (once the peer reviewers have completed their work);

“(C) State plan determinations by the Secretary, including approvals or disapprovals; and

“(D) notices and transcripts of hearings under this section.

“(6) DURATION OF THE PLAN.—

“(A) IN GENERAL.—Each State plan shall—

“(i) remain in effect for the duration of the State's participation under this part; and

“(ii) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State's strategies and programs under this part.

“(B) ADDITIONAL INFORMATION.—

“(i) IN GENERAL.—If a State makes significant changes to its plan at any time, such as the adoption of new challenging State academic standards or new academic assessments under subsection (b), or changes to its accountability system under subsection (c), such information shall be submitted to the Secretary in the form of revisions or amendments to the State plan.

“(ii) REVIEW OF REVISED PLANS.—The Secretary shall review the information submitted under clause (i) and approve changes to the State plan, or disapprove such changes in accordance with paragraph (4)(A)(vi), within 90 days, without undertaking the peer-review process under such paragraph.

“(iii) SPECIAL RULE FOR STANDARDS.—If a State makes changes to its challenging State academic standards, the requirements of subsection (b)(1), including the requirement that such standards need not be submitted to the Secretary pursuant to subsection (b)(1)(A), shall still apply.

“(7) FAILURE TO MEET REQUIREMENTS.—If a State fails to meet any of the requirements of this section, the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements.

“(8) PUBLIC COMMENT.—Each State shall make the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval under this subsection. The State, in the plan it files under this subsection, shall provide an assurance that public comments were taken into account in the development of the State plan.

“(b) CHALLENGING ACADEMIC STANDARDS AND ACADEMIC ASSESSMENTS.—

“(1) CHALLENGING STATE ACADEMIC STANDARDS.—

“(A) IN GENERAL.—Each State, in the plan it files under subsection (a), shall provide an assurance that the State has adopted challenging academic content standards and

129 STAT. 1824

PUBLIC LAW 114–95—DEC. 10, 2015

aligned academic achievement standards (referred to in this Act as ‘challenging State academic standards’), which achievement standards shall include not less than 3 levels of achievement, that will be used by the State, its local educational agencies, and its schools to carry out this part. A State shall not be required to submit such challenging State academic standards to the Secretary.

“(B) SAME STANDARDS.—Except as provided in subparagraph (E), the standards required by subparagraph (A) shall—

“(i) apply to all public schools and public school students in the State; and

“(ii) with respect to academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State.

“(C) SUBJECTS.—The State shall have such academic standards for mathematics, reading or language arts, and science, and may have such standards for any other subject determined by the State.

“(D) ALIGNMENT.—

“(i) IN GENERAL.—Each State shall demonstrate that the challenging State academic standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.

“(ii) RULE OF CONSTRUCTION.—Nothing in this Act shall be construed to authorize public institutions of higher education to determine the specific challenging State academic standards required under this paragraph.

“(E) ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES.—

“(i) IN GENERAL.—The State may, through a documented and validated standards-setting process, adopt alternate academic achievement standards for students with the most significant cognitive disabilities, provided those standards—

“(I) are aligned with the challenging State academic content standards under subparagraph (A);

“(II) promote access to the general education curriculum, consistent with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

“(III) reflect professional judgment as to the highest possible standards achievable by such students;

“(IV) are designated in the individualized education program developed under section 614(d)(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(3)) for each such student as the academic achievement standards that will be used for the student; and

“(V) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education

PUBLIC LAW 114–95—DEC. 10, 2015

129 STAT. 1825

or employment, consistent with the purposes of Public Law 93–112, as in effect on July 22, 2014.

“(ii) PROHIBITION ON ANY OTHER ALTERNATE OR MODIFIED ACADEMIC ACHIEVEMENT STANDARDS.—A State shall not develop, or implement for use under this part, any alternate academic achievement standards for children with disabilities that are not alternate academic achievement standards that meet the requirements of clause (i).

“(F) ENGLISH LANGUAGE PROFICIENCY STANDARDS.—Each State plan shall demonstrate that the State has adopted English language proficiency standards that—

“(i) are derived from the 4 recognized domains of speaking, listening, reading, and writing;

“(ii) address the different proficiency levels of English learners; and

“(iii) are aligned with the challenging State academic standards.

“(G) PROHIBITIONS.—

“(i) STANDARDS REVIEW OR APPROVAL.—A State shall not be required to submit any standards developed under this subsection to the Secretary for review or approval.

“(ii) FEDERAL CONTROL.—The Secretary shall not have the authority to mandate, direct, control, coerce, or exercise any direction or supervision over any of the challenging State academic standards adopted or implemented by a State.

“(H) EXISTING STANDARDS.—Nothing in this part shall prohibit a State from revising, consistent with this section, any standards adopted under this part before or after the date of enactment of the Every Student Succeeds Act.

“(2) ACADEMIC ASSESSMENTS.—

“(A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality student academic assessments in mathematics, reading or language arts, and science. The State retains the right to implement such assessments in any other subject chosen by the State.

“(B) REQUIREMENTS.—The assessments under subparagraph (A) shall—

“(i) except as provided in subparagraph (D), be—

“(I) the same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State; and

“(II) administered to all public elementary school and secondary school students in the State;

“(ii) be aligned with the challenging State academic standards, and provide coherent and timely information about student attainment of such standards and whether the student is performing at the student’s grade level;

“(iii) be used for purposes for which such assessments are valid and reliable, consistent with relevant, nationally recognized professional and technical testing