



Comment Request; Proposed 2022-23 Amendment to the Consolidated State Plan

A Notice by the Idaho State Department of Education on 05/09/2022

SUMMARY

The Idaho State Department of Education (SDE) has drafted a proposed amendment to the Consolidated State Plan of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeed Act (ESSA) for the 2022-23 school year, consistent with the previously approved 2021-22 ESEA addendum, along with additional technical corrections.

In addition, the proposed amendment reflects the State Board of Education (Board) approved pending rule Docket 08-0203-2101, including the removal of student engagement survey and the addition of chronic absenteeism as part of the School Quality Measures.

Lastly, the proposed amendment also extends the 2022 long-term goals to 2023 for the academic achievement and four-year graduation rate indicators due to COVID-19 related disruptions and limited data availability.

DATES

Interested persons and entities are invited to [submit comments](#) on or before June 7, 2022.

ADDRESSES

Comments in response to this notice should be submitted at:
https://idsdoe.qualtrics.com/jfe/form/SV_6wVOxbXbAwtFjV4.

For the proposed 2022-23 amendment to the ESEA Consolidated State Plan, go to:
<https://www.sde.idaho.gov/assessment/accountability/files/general/Idaho-Consolidated-State-Plan-2022-2023-Amendment.pdf>.

For the previously approved 2021-22 addendum to the ESEA Consolidated State Plan, go to:
<https://boardofed.idaho.gov/meetings/board/archive/2022/0420-2122/04SDE.pdf#page=68>.

For the current ESEA Consolidated State Plan, go to:

<https://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-2019-Amendment.pdf>.

For the Board approved pending rule Docket 08-0203-2101, go to:

<https://boardofed.idaho.gov/meetings/board/archive/2021/112921/PPGA.pdf#page=108>.

QUESTIONS

For specific questions related to collection activities, please contact Ayaka Nukui at anukui@sde.idaho.gov or 208-332-6926 or Karen Seay at kseay@sde.idaho.gov or 208-332-6978.

SUPPLEMENTARY INFORMATION

Chronic Absenteeism and Student Engagement Survey for Schools without Grade 12

In November 2021, the Board approved the pending rule Docket 08-0203-2101 to remove student engagement survey from and add chronic absenteeism to the Idaho Administrative Rule (IDAPA) Section 112 Subsection 03, School Quality Measures for any schools without grade 12 (K-8 School).

The proposed 2022-23 amendment reflects the changes outlined in the pending rule. Specifically, the proposed 2022-23 amendment replaces the student engagement survey with the chronic absenteeism for K-8 Schools for the school quality indicator that is part of school identification.

Expected Implications

Based on the 2022-23 data, K-8 schools will be identified for targeted support and improvement and additional targeted support and improvement based on the following indicators:

Measure	Weight
Academic Achievement Indicator	
Idaho Standards Achievement Test (ISAT)/Idaho Alternate Assessment (IDAA) Proficiency Rate in ELA/literacy	*
ISAT/IDAA Proficiency Rate in Mathematics	*
Student and English Learner Progress Indicator	
Student Growth toward Proficiency - ISAT ELA/literacy	*
Student Growth toward Proficiency - ISAT Mathematics	*

Measure	Weight
English Learners Achieving English Language Growth toward Proficiency	*
School Quality Indicator	
Student Engagement Survey <u>Chronic Absenteeism</u>	**

**Weight – 90% - equal distribution across applicable measures*

***Weight – 10%*

Chronic Absenteeism and Student Engagement Survey for Schools with Grade 12

In November 2021, the Board approved the pending rule Docket 08-0203-2101 to remove student engagement survey from and add chronic absenteeism to the Idaho Administrative Rule (IDAPA) Section 112 Subsection 03, School Quality Measures for any schools with grade 12 (High School).

The proposed 2022-23 amendment reflects the changes outlined in the pending rule. Specifically, the proposed 2022-23 amendment replaces the student engagement survey with the chronic absenteeism for High Schools for the school quality indicator that is not part of school identification.

Expected Implications

There are currently no expected implications to LEAs and schools.

Extension of 2022 Long-term Goals to 2023

The current Consolidated State Plan identifies the 2022 long-term goals for the ISAT/IDAA proficiency rate indicator in ELA/literacy and mathematics, as well as the 4-year graduation rate indicator. The proposed 2022-23 amendment extends the 2022 long-term goals to 2023 due to the following reasons:

- In 2020, ISAT/IDAA was not offered to students in Idaho due to school closures related to COVID-19 pandemic, resulting in no statewide assessment results for that year.
- In 2021, the 95% statewide assessment participation rate requirement was waived due to COVID-19 disruptions, resulting in a low participation rate among some schools.
- In 2021, an independent field test was conducted for IDAA ELA/literacy and mathematic, producing compatible yet incomparable results based on Wyoming’s cutscores.

Expected Implications

There are currently no expected implications to LEAs and schools.

Previously Approved 2021-22 ESEA Addendum

The proposed 2022-23 amendment reflects the previously approved 2021-22 ESEA addendum. However, the SDE is not currently collecting comments related to the changes that were part of the 2021-22 ESEA addendum. The addendum was approved by the Board on April 20, 2022 to include the following changes:

- Adjusting growth calculation methodology for the progress in achieving English language proficiency indicator.
- Pausing some of the school quality or student success indicators not used in school identification due to data collection issues.
- Adjusting identification methodology due to COVID-19 disruptions and data availability for
 - Comprehensive support and improvement schools;
 - Targeted support and improvement schools; and
 - Additional targeted support and improvement schools; and
- Adjusting exit criteria for the comprehensive support and improvement schools.