

SUMMARY OF PROPOSED CHANGES TO THE CONSOLIDATED STATE PLAN; EDUCATION PARTNER ENGAGEMENT

Summary

The Idaho State Board of Education and the Idaho Department of Education (IDE) identified the need to update the Language Instruction Educational Program (LIEP) Reclassification Criteria and establish the intent to develop a new growth indicator for English learners (ELs) taking WIDA Alternate ACCESS within Idaho's Consolidated State Plan. Feedback was collected from a variety of education partners to inform the proposed plan changes.

Revised Reclassification Criteria for WIDA Alternate ACCESS

Federal (34 CFR 200.6(a)) and State regulations (08.02.03.111.04.a.) require the annual English Language Proficiency (ELP) Assessment include English learners (ELs) with the most significant cognitive disabilities. States must establish an achievement level standard that defines English language proficiency, which, once met, allows districts to reclassify ELs from their Language Instruction Educational Program (LIEP).

The first operational administration of WIDA Alternate ACCESS, aligned to the WIDA English Language Development Standards (2020 Edition), took place between January 29 and March 8, 2024. This new test introduced updated Achievement Level Standards (PL1 - Entering, PL2 - Emerging, PL3 - Developing, PL4 - Expanding, and PL5 - Bridging) along with revised Achievement Level Descriptors. In October 2024, the Idaho State Board of Education approved these new standards and descriptors. To comply with federal and state requirements, Idaho must replace the previous reclassification criterion (Composite Overall P2 - Emerging) with one aligned to the new test form.

To establish a comparable reclassification standard, the Idaho Department of Education (IDE) conducted an analysis using equipercenile equating (concordance) to align achievement levels from the new WIDA Alternate ACCESS test with those of the previous test form. This methodology was reviewed and agreed upon by a diverse group of education partners. As a result, Idaho has identified the following new reclassification criterion for exiting a student from a district's Language Instruction Educational Program:

- Composite Overall Score of PL4 - Expanding

Intent to Develop an Alternate ACCESS Growth Indicator

Under ESEA §1111(c)(4)(A), states must define annual English language proficiency growth expectations to ensure ELs, including those with significant cognitive disabilities, make timely progress toward proficiency. Currently, Idaho does not calculate growth for ELs taking WIDA Alternate ACCESS, creating a gap in federal compliance.

To address this, the IDE proposes developing a new growth calculation for this student group once sufficient data is available. This measure will ensure ELs taking WIDA Alternate ACCESS are included in Idaho's English learner progress indicator and meet federal accountability requirements.

Education Partner Engagement

Idaho's proposed amendments were informed by feedback from a variety of education partners.

English Language Proficiency Assessment – Advisory Committee

The primary objective of the English Language Proficiency Assessment – Advisory Committee (ELPA-AC) is to ameliorate challenges encompassing the Idaho English language proficiency assessment and English language proficiency screener(s) assessments. Members of the advisory committee hold the following roles: educators, district & school test coordinators, special education directors, and federal programs directors and meet several times a year to provide feedback on Idaho State Board of Education and Idaho Department of Education policies and initiatives.

Accountability Oversight Committee

The Accountability Oversight Committee is an ad hoc committee of the Idaho State Board of Education tasked with evaluating the effectiveness of the statewide student achievement system and recommending improvements. It reviews and contributes to an annual student achievement report in collaboration with the Board and State Department of Education staff. The committee consists of members with expertise in education administration, special education, assessment, and accountability, meeting twice annually to fulfill their duties. Feedback from this committee was collected to inform decisions regarding alternate reclassification criteria and the development of a growth indicator for English learners with significant cognitive disabilities.

Idaho Technical Advisory Committee

The Assessment Technical Advisory Committee (TAC) is composed of assessment subject matter experts who have extensive experience with evaluating large-scale assessment systems and models to track student performance. The assessment TAC provides expert guidance on technical and policy issues, helping to maintain assessment integrity and effectiveness within

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Idaho comprehensive assessment program. This collaboration strengthens the connection between assessments and education partners, ensuring they support student learning and educational outcomes.

Key Recommendations from Committees

- Establish reclassification criteria aligned with current reclassification criteria and make adjustments based on future performance trends.
- Develop a growth model that reflects realistic and measurable progress that is based on data trends.

Public Comment

The Idaho Department of Education is now soliciting public comment on the proposed 2024-2025 ESEA Consolidated State Plan amendment from March 13, 2025, through April 12, 2025. A public comment survey link is posted on the department's website, will be included in the department's public newsletter, and will be emailed directly to internal and external stakeholders.