2023 A&A Spring Town Hall Meeting
Notes, Q&A, Suggestions, and Plans

ISAT

Questions and Answers

1. How can we motivate our 11th graders to perform well on the ISAT?
   - Here are a few suggestions we've heard about from districts:
     - Allow students to "test out" of their subject finals for scoring a 3 or 4 on an ISAT. If they score a 4, they can also test out of a non-core final.
     - Following mastery education principles, if a student scores proficient on the ISAT, allow the student's grade to be moved to passing if they were previously failing. Alternatively, offer a 1 grade boost for proficient ISAT scores (D becomes C).
     - Some districts require participation in the high school ISAT as a graduation requirement. This is particularly helpful for districts that have high parent opt-out requests. PLEASE NOTE: This is not a state graduation requirement. Districts may choose to include this to their local requirements.

2. Can we have Challenge Up for all high school subjects?
   - No. Challenge Up can only be used for ELA and Math.

3. Can there be an upload option for Challenge Up students?
   - No. The number of students who are eligible for Challenge Up should be a select few who have received instruction on all high school standards. These would be students who are on an accelerated track to graduate early, or those students in honors or AP classes.

4. Can we have more than one SICA available per grade level?
   - This concern was voiced at the consortium level by other states. We are hoping with the field testing of over 8,000 items in the next couple years, we can offer different SICAs.

5. Why don't we get student level Target data?
   - Student level Target data would be unreliable. The purpose of a summative assessment is to assess trends that are happening at the class, grade, school, and district level. The more items that are assessed in each target, the more accurate the Target Reports are.

6. Why do 3rd graders need to take IRI and ISAT?
   - The IRI and ISAT are both part of the Comprehensive Assessment Program per IDAPA 08.02.03.111.06. ISAT is also an ESSA requirement.

7. Will the ISAT ever move back to 10th grade?
   o It is highly unlikely the ISAT will move back to 10th grade. Many states have their accountability test in 11th grade in order to give students enough time to master all of the high school standards.

8. What are the instructions for ELs to take ISAT?
   o According to IDAPA 08.02.03.111.04.c., Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. (3-15-22)

Suggestions and Plans

- The ISAT and IDAA will have separate Test Administration Manuals (TAMs) in school year 2023-24.

- The ISAT Comprehensive System page will host links to the "Landing Page" idea. Many important technical documents will be linked in the public website, as well as available in Resources in the Idaho Portal.

- Due to requests from districts in North Idaho, the testing window will be extended. It will run March 11, 2024 to May 24, 2024.

- Reporting Focus Group met over the summer and compiled valuable information on district needs. We had participants from each corner of the state. The results of this focus group will be kept confidential as we are moving into an RFP year for ISAT in the coming years. We want to make sure all potential vendors receive the same information from our RFP at the time we release it.

- TA Script Working Group also met this summer and completed a new TA script for ISAT assessments. They worked to reorder the script in a way that is more natural for students to log on and pay attention to directions, made clarifications to the pause rule directions, and set clear directions for shortening directions during multiple days of testing. We are so excited to release the directions with the new TAM by December 31, 2023.

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IDAA

Questions and Answers

1. Why is the IDAA Fixed Form required for students who are deaf/hard of hearing?
   - Students who are deaf/hard of hearing should take the IDAA Fixed Form because many of them use interpreters to access the test.
   - Students who are blind/visually impaired should also take the IDAA Fixed Form because they do not include any items that are not accessible for students who are blind/visually impaired.

2. Why must students who need an interpreter or familiar human reader take the IDAA Fixed Form.
   - The IDAA Fixed Forms do not include items that require a student to see an illustration to respond. Likewise, any items that include illustrations have audio descriptions that are more easily accessible for students who cannot see the illustrations. Since interpreters and human readers must play and accurately repeat all human voice recordings before interpreting or reading to a student, the audio descriptions must be easily repeatable. Interpreters and human readers must deliver test item content to students with accuracy to ensure students receive a standardized, valid, and reliable test administration.

3. Can the error messages that appear when an IDAA test is unavailable be updated to provide more specific information about why the test is not available? The "no test available" is not always helpful.
   - The test vendor cannot change the "no test available" error message because TIDE, the TA site, and the secure test browse are not smart enough to diagnose why a test is not available. The "no test available" error message appears under the situations described below.

     i. A teacher or TA might encounter the "no test available" error message in the Data Entry Interface when trying to complete the Learner Characteristics Inventory (LCI) or the Student Response Check (SRC). This occurs because IDAA eligible field is not flagged in TIDE. Therefore, no test is available.

     ii. The "no test available" error message might appear in the secure test browser. It appears when the test session does not include the correct IDAA. Remember, there are two types of IDAAs – the "regular" or computer adaptive IDAA and the IDAA Fixed Form. If the wrong IDAA is added to the test session, then no test will be available for the student in that test session and the teacher or student logs into the secure test browser using that session ID. For example, if the TA adds the IDAA fixed form to the test session when the student is supposed to take the "regular" or computer adaptive IDAA, then no test will be available to

that student in that test session, or visa versa. TAs must be careful to add the correct IDAA to the test session.

    iii. The "no test available" error message might also appear in the secure test browser if the students does not have the correct settings in TIDE. If the IDAA Eligible field is not flagged in TIDE, then no test will be available in the secure test browser, even if the TA added the correct IDAA to the test session. Likewise, if the student is supposed to take the IDAA Fixed Form but the field has not been checked in TIDE, then no test will be available the secure test browser, even if the TA correctly added the IDAA Fixed Form to the test session.

- The "missing LCI perquisite" error message appears **only** in the secure browser when the correct IDAA has been added to a test session and the student's IDAA Eligible field has been flagged in TIDE, **but the teacher has not the Learner Characteristics Inventory (LCI)**.

4. When and how were the IDAA participation criteria changed and how can we get them changed in the future?
   - The IDAA participation criteria are based on guidance from the **Individuals with Disabilities Education Act** and the **Every Student Succeeds Act** that alternate assessments based on alternate academic achievement standards are only for students with the **most significant cognitive disabilities** who represent about 1.0% of the total student population. The definition of significant cognitive impairments and the IDAA participation criteria were drafted by a group of special educators, related services providers, and parents in spring of 2018. They were available for public comment and approved by the State Board of Education. Then, they were adopted by the Legislature and incorporated by reference in the [2018 Special Education Manual](#) during the 2019 Legislative Session. An IEP team uses the IDAA participation criteria to determine if a student qualifies for the IDAA, not based on whether the student can pass the test. Any changes to the definition of significant cognitive impairment or the IDAA participation criteria would have to go through the legislative process followed in 2018.

Suggestions and Plans

- IDAA-related changes coming to TIDE
  - The IDAA universal tools will be removed from TIDE to alleviate confusion related to their default to "on" in TIDE. As with the ISAT, the TA can manage universal tools from the Test Administration site.

- The ISAT and IDAA will have separate Test Administration Manuals (TAMs) in school year 2023-24.

- The IDAA TAM will include more specific information about which students should take the IDAA Fixed Forms and why.

- The IDAA Fixed Form flag in TIDE will be elevated to the School Coordinator role for school year 2023-24.

- The SDE is working on an assessment training plan, to include IDAA topics.

Special Education

Questions and Answers

1. Can EdPlan be a state contract?
   - The State Department of Education Special Education Department has a contract with Public Consulting Group for the optional EdPlan platform. It is free to LEAs that choose to participate. If your LEA is not currently using EdPlan but you would like to, you should talk with your Special Education Director.

Suggestions and Plans

2. Have the Special Education Department integrate an assessment accommodations section into their guidance
   - The Usability, Accessibility, and Accommodations Guidelines (UAAG) will be posted to the Special Education Manual webpage, under the **Chapter 5 – Individualized Education Program** dropdown list.
   - The UAAG will also be incorporated into Idaho Special Education Support and Technical Assistance (SESTA) resources.

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IRI

Questions and Answers

1. IRI has many issues like a double-letter issue, nonresponsive speaker, oddly phrased items especially for ELs, glitches in general, hard-to-hear voices, and unsecure testing platform allowing two students to be tested at the same time.
   - The SDE continues to work with the vendor to address these issues. Please let us know if you become aware of any issues.

2. Why would I need to provide a recorded video when dealing with an issue?
   - Please contact the SDE staff when the vendor is not responsive or not reasonable.

3. Why is Istation training so frustrating and meaningless?
   - The SDE staff now reviews the contents before the presentation to "Idahonize" it and specify the audience of the training. Please continue to let us know how we can improve the training.

4. Can I sign a five-year plan with Istation?
   - We are looking into an RFP for the IRI in two years. We would recommend not signing a five-year plan.

5. Can you provide training for teachers?
   - Teacher training is provided. We will ensure that the information will be more transparent to the classroom teachers. If a teacher signs up for a webinar, but cannot attend, the recorded version will be sent to the teacher, so they can watch it at their convenience.

6. What is the IRI Alt Assessment requirement? Do we go through the same process?
   - "By definition, alternate assessments are based on alternate achievement standards. Idaho does not have an alternate IRI assessment because there are no alternate early literacy standards. The early literacy skills assessed on the IRI are the same for all students, including students with SCI. No alternate literacy standards; no alternate assessment. The IEP team MAY NOT EXEMPT any student with a disability, including a student with SCI, from participating in a statewide assessment, including the IRI. Therefore, a student's IEP team DETERMINES HOW a student with SCI will participate in the IRI. Students with SCI may participate in the IRI in one of three ways, as determined by the IEP team." TAM Pg 45
   - The IEP team determines if a student has a significant cognitive impairment, based on the definition of significant cognitive impairment and the IDAA Participation Criteria as outlined in the IEP, and should participate in the IRI using one of the options outlined on page 45 of the IRI TAM, as quoted below:
     - Students with SCI may participate in the IRI in one of three ways, as determined by the IEP team. These three options are described below.

1. The student with SCI may take the current IRI using accessibility features and accommodations.

2. The student with SCI may take an alternative early literacy assessment, which assesses typical early literacy skills. The IEP team may choose any commercial early literacy assessment that meets the student's individualized needs. Core Phonics and Acadience Reading are two examples of alternative early literacy assessments that an IEP team may choose.

3. The student with SCI may take a teacher made early literacy assessment. This option allows the teacher to develop an early literacy assessment that meets the student's individualized needs.

7. How can we meet the IEP requiring extra time, when Istation is timed?
    o Removing the timer is used to allow for the provision of accommodations to students who are DHH, BVI, or are identified with a SCI. When the timer is turned off, the score is no longer norm-referenced and cannot be compared to the performance of other students.

8. Can you use levels instead of tiers for reporting?
    o You may use levels within your LEA or Charter School, but when reporting to the state, we use tiers.

9. Why did the SDE remove reports without a notification?
    o We continue to work with Istation to have a close collaboration so that these unannounced changes will not happen in the future.

10. Can you explain how gating up works?
    o One important aspect of the IRI is the gating process. The Kindergarten ISIP starts off with foundational reading subtests, and, as the students grow in their reading ability, more difficult skills are added to better estimate their reading ability. The initial gating up would add alphabetic decoding to the appropriate student's subtests. The second gate would bring the addition of the reading comprehension subtest for the appropriate students. The student will only receive scores for these "gated up" subtests the second time they receive those subtests. Per the state's accountability guidelines, foundational subtests are not dropped in Kindergarten and Reading Comprehension is not counted if overall scores drop.

11. Please fix the computer-generated voice. It does not say letter sounds correctly, (e.g., y, ei, ea) have the same issue. Pitcher v. picture is hard to hear and confusing to pick the correct one.
    o We are working with Istation on fixing this issue.

12. Students will finish the IRI, but no scores are reported. I get on the phone and ask why it is not populating, then it refreshes right away.
    o When a student does not log out properly in istation, the scores do not always populate right away or correctly. Please make sure your student logs out of istation completely before turning off the computer or shutting down.

13. If you log in on Chromebook v. iPad, it looks different. The dropdowns cover text surrounding, on one of them.

- o   Istation is working on this issue. It is an iOS interfacing issue that is being solved.
14. Lack of responsiveness to troubles (tickets) is frustrating. We submit tickets, and never hear back.
    - o   Please contact SDE if you do not hear back from your submitted tickets.
15. Tiny dropdown for answer it too small for some kids to use properly. Bad usability – too small to answer correctly. A child will say the right answer, but touchscreen the wrong one.
    - o   The SDE continues to work with the vendor to address these issues. Please let us know if you become aware of any issues.
16. What about teacher-developed test? Do we have to report that?
    - o   When a student with SCI participates in the IRI using a teacher made early literacy assessment, the student's scores and/or performance are not reported to the Idaho State Department. However, the results of the alternative or teacher made early literacy assessments should be used to develop meaningful early literacy IEP goals for the student.

Suggestions and Plans

17. Please keep the option of remote IRI.
    - o   We are keeping the option of remote IRI. Please see the guidance here: https://www.sde.idaho.gov/assessment/iri/files/iri/guidance/Remote-Proctoring-Guidance.pdf.

18. Please consider letting KG teachers give the test.
    - o   Per Idaho Code 33-1806, the IRI must be administered by "individuals chosen by the district other than the regular classroom teacher." The code change requires your legislature to act on it.

19. Please provide more training on reading reports (virtual and face-to-face) and how to set student growth goals.
    - o   We will be providing training throughout this year on reports and setting growth goals.

20. Please do something about too much testing in grades 3: ACCESS, IRI, and ISAT.
    - o   We are moving to the Adjusted Blueprint for ISAT, in part, to help combat the over-testing.

For Questions Contact

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ELPA

Questions and Answers

1. Is there an option for remote testing?
   o Remote testing is not an option at this time.

2. Can the test be shortened?
   o The test cannot be shortened at this time.

Suggestions and Plans

- Propose to the WIDA Consortium to change the term "Administrative Considerations" to "Designated Supports" to make it more consistent with other test vendors.
- Create guidance document that addresses the Technology Requirements for Virtual LEAs.
- Create a Data Dashboard that allows LEAs to review trends for both report cards and non-report card data.
- EL progress indicator needs to be calculated quicker so districts have access to these data prior to the end of the year.
- Revise the exit criteria to not include individual domains.
- Explore other indicators that can be used in tandem or to supplement the ELPA exit criteria.

For Questions Contact

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CEE

Questions & Answers

1. Do we go to the College Board site to order, or through the SDE?
   - All orders go through the College Board site. The SDE does not house any ordering system or process.

2. College Board talked about shifting how we enter accommodations, but they didn't mention how to know what those accommodations for PSAT.
   - https://satsuite.collegeboard.org/digital/accommodations-digital-testing/using-accommodations-digital-tests

Comments and Suggestions

3. College Board needs to improve its customer service. The support is very frustrating. They just send us a manual and work off a script.
   - We continue to work with the vendor to improve their performance. Please report to me right away if the vendor service does not meet your expectation.

4. We need training on how to give access to various platforms.
   - We will add this to the training list.

5. Please improve the communication with DTC. DTCs are left in the dark unless we explicitly contact them.
   - We will continue the monthly newsletter to include the DTCs.

6. Rostering is very difficult.
   - College Board has a new system this year. Statewide rostering is an option, but the feedback so far is that schools and districts prefer local flexibility.

7. Run the funding through advanced ops (like an AP test) and not have the district REQUIRED to administer it. It's disruptive. Since it's not required for graduation. I wish that if it's not required by the state, you put it back with the individual students, and then give students the reimbursement. Because the amount of cost in time and effort and administration, then don't require each LEA to administer it. It would be better to be able to bus kids to another site.
   - We would like to know how many students would NOT be able to participate if it were to be offered on the weekend. If student access is not a concern, we would like to look into the busing option with the advanced ops (AO).

8. Please have College Board put together a step-by-step process about how districts are supposed to accomplish the uploads and other changes for PSATs.
   - https://satsuite.collegeboard.org/k12-educators/educator-experience

For Questions Contact

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NAEP

Questions & Answers

1. When will we get our emails about who gets tested?
   - First emails went out on June 9, 2023. New emails are coming at the end of August. Update ISEE with contact information.

2. Why is our school selected frequently?
   - NAEP selection occurs at the student level. All students in Idaho have equal chances of participation. If your school is large and diverse compared to other schools, the school is more likely to be selected for NAEP. Schools are not randomly selected.

3. Will individual students see results on the NAEP?
   - No. The only results Idaho sees are either state-wide results or national results, depending on which NAEP assessment it is. Student groups such as English Learners, White or Hispanic students, and Students on an IEP will receive state-wide results.

Comments

9. It is a lot of work for principals.
10. Uses the social capital that the principals have.
11. Missing the AP classes or orchestra is really tough for seniors.
12. 12th grade participation is difficult.
13. What are ways that we can motivate grade 12 students to participate in NAEP?
14. In-house incentive programs: teacher wears iStation red cape, small hand-outs, NAEP dress-up day, raffle tickets for small prizes, civic duty: students represent Idaho education, Statewide incentive programs: larger raffle for participation (sports equipment, entertainment passes, car?), gift cards to local businesses

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Engagement and Satisfaction Surveys

Questions and Answers

1. What are the parameters for the upcoming year's engagement and satisfaction surveying, for example, the testing window, and other requirements, and what grades are required for the student survey?
    - Schools may choose all the parameters surrounding the administration of surveys to students, parents, and staff, except that they must be conducted annually.
    - This is because the governing rule is quite brief and general, specifically, according to IDAPA 08.02.03.112 "…all school categories will administer an annual satisfaction and engagement survey to parents, students, and teachers."

2. Will the SDE inform and guide schools if the requirements change or become more specific?
    - Yes, SDE will keep schools informed of any change in requirements.
    - SDE will post a guidance document about surveys by September 2023.

3. Do districts need to post results in the future
    - No, districts do not need to post results, nor do they need to report those results to the State Department of Education. Further, SDE will not report or post any survey results in the future.

4. Districts wanted more information about the new parental rights HB 163. What are the reporting requirements around changes within a child's mental health?
    - Idaho Code 33-6001 states, "School districts and the boards of directors of public charter schools, in consultation with parents, teachers and administrators, shall develop and adopt a policy to promote the involvement of parents and guardians of children enrolled in the schools within the school district or the charter school, including… the public school's responsibility for notifying a student's parent or legal guardian regarding known changes in the student's mental, emotional, or physical health or well-being."

5. What are some of the best practices around getting parents to opt in to questions?
    - We are currently looking into providing additional guidance.

6. Is a survey in HB163 considered oral or just written?
    - When creating a survey, HB 163 needs to be considered regardless of the survey form.

Suggestions and Plans

7. SDE will continue to update schools and districts of any changes, using Webinars, web posting, and Newsletters.

8. SDE will post a summary guidance document about Engagement and Satisfaction Surveys on our website by September 2023.

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Miscellaneous (Dyslexia)

Questions and Answers

1. When are the dyslexia training dates for the summer and how can LEAs sign-up?
   - https://www.sde.idaho.gov/academic/ela-literacy/files/lrc/dyslexia/professional-development/Dyslexia-PD-Schedule-2023.pdf

2. Do paraprofessionals have to be trained?
   - Additional guidance will be provided.

3. Is the dyslexia screener a "one-and-done" screening or something else?
   - Additional guidance will be provided.

4. What should the process look like to share information between districts that a dyslexia screener was given (how should this information be shared)?
   - Additional guidance will be provided.

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