



# Testing Population Requirement

## Quick Reference Guide

All students enrolled in an Idaho public school, kindergarten through grade twelve (K-12), are required to participate in Idaho's Comprehensive Assessment Program, approved by the State Board of Education ([IDAPA 08.02.03.111](#)). Districts and charter schools are responsible for communicating the statewide assessment participation requirements to their parents and guardians. Idaho does not have a student/parent opt-out policy. For unique requirements and exemptions, please see the guidance below.

### OPTIONAL TO OFFER AND OPTIONAL TO PARTICIPATE

#### Private or Homeschool Students Not Enrolled in an Idaho Public School

Districts and charter schools may, but are not required to, offer statewide assessments as outlined in Idaho's Comprehensive Assessment Program to private-school or homeschool students who are not enrolled in their local public school.

Districts and charter schools must create a nine-digit state student identification number (EDUID) for students who are not enrolled prior to testing. Contact the business manager or technology director for more information on how to obtain EDUIDs.

Although students who are not enrolled in an Idaho public school may participate in Idaho's Comprehensive Assessment Program, their scores are excluded from the accountability and school identification calculation.

#### Idaho-Resident Students Attending School in a Neighboring State as Approved by an Idaho District's Board of Trustees (Border-Out)

Districts may, but are not required to, offer statewide assessments as outlined in Idaho's Comprehensive Assessment Program to border-out students who are residing within an Idaho district abutting another state where the Idaho district's Board of Trustees has determined it is in the student's best interest to attend school in the neighboring state ([Idaho Code 33-1403](#)).

The sending district must identify and report these students under the corresponding border-out base school in the ISEE student demographic file to exclude them from the accountability and school identification calculation.

For border-in students, refer to the [Idaho Nonresident Students Attending Idaho Public School](#) section.

## **REQUIRED TO OFFER BUT OPTIONAL TO PARTICIPATE**

### **Private School or Homeschool Students Dual-Enrolled in an Idaho Public School**

Districts and charter schools must offer statewide assessments as outlined in Idaho’s Comprehensive Assessment Program to private school or homeschool students who are enrolled in their school and wish to participate in statewide testing ([Idaho Code 33-203 \(4\)](#)).

The district or charter school must identify and report these students as private school or homeschool students in the ISEE phschool field to exclude them from the report card and the school identification calculation.

## **REQUIRED TO OFFER AND REQUIRED TO PARTICIPATE**

### **Recently Arrived English Learners**

Districts and charter schools must offer statewide assessments as outlined in Idaho’s Comprehensive Assessment Program to recently arrived English learners. Recently arrived English learners are required to participate in Idaho’s Comprehensive Assessment Program, unless other exemptions apply. For example, recently arrived English learners may qualify for ISAT/IDAA ELA/literacy participation exemption. For more information, read the [Participation Exemption](#) section.

Students are considered recently arrived English learners for assessment and accountability purposes when their date of first enrollment in a US School in the English Learner Management System (ELMS) is between the first Friday in May of the previous academic year, and the first Thursday in May of the current academic year.

### **Dual-Enrolled Public-School Students**

Districts and charter schools must offer statewide assessments as outlined in Idaho’s Comprehensive Assessment Program to students who are dual-enrolled in multiple public schools. Dual-enrolled public-school students are required to participate in Idaho’s Comprehensive Assessment Program unless other exemptions apply. For more information, read the [Participation Exemption](#) section.

Schools are responsible for testing students on the subject area(s) for which they are enrolled in their school. Districts and charter schools should use the [Data Transparency Tool \(DTT\) – shared student enrollment details](#) to identify dual-enrolled students and contact other schools to clarify their responsibility, as needed. Contact the business manager or technology director for more information on DTT. For assessments other than ISAT and IDAA, the student’s home school is responsible for testing the student.

Idaho Digital Learning Alliance (IDLA) is not considered a public school for assessment and accountability purposes. The student’s home school is responsible for testing the student.

### Idaho Nonresident Students Attending Idaho Public School

Districts and charter schools must offer statewide assessments as outlined in Idaho’s Comprehensive Assessment Program to non-resident students who are enrolled in their school. Nonresident students, whose permanent home is not in Idaho, enrolled in an Idaho public school are required to participate in Idaho’s Comprehensive Assessment Program unless other exemptions apply. For more information, read the [Participation Exemption](#) section.

Nonresident students include border-in, out-of-state, international students, and international exchange students from whom districts and charter schools collect tuition unless waived by the Board of Education ([Idaho Code 33-1405](#)).

### Students with Disabilities

Districts and charter schools must offer statewide assessments as outlined in Idaho’s Comprehensive Assessment Program to students with disabilities. Students with disabilities are required to participate in Idaho’s Comprehensive Assessment Program unless other exemptions apply. For more information, read the [Participation Exemption](#) section.

A student's Individualized Education Program (IEP) team cannot exempt a student with a disability from participating in Idaho’s Comprehensive Assessment Program. The IEP team determines how a student with a disability will participate in Idaho’s Comprehensive Assessment Program in one of the three ways listed.

- Regular assessment without accommodations;
- Regular assessment with accommodations; or
- Alternate assessment (only for those students with the most significant cognitive impairments).

## Students with Medical Conditions

Districts and charter schools must offer statewide assessments as outlined in Idaho's Comprehensive Assessment Program to students with acute or chronic medical conditions. Students with acute or chronic medical conditions are required to participate in Idaho's Comprehensive Assessment Program unless other exemptions apply. There is no exemption based solely on a student's medical condition (e.g. concussion, anxiety disorder, etc.). For more information, read the [Participation Exemption](#) section.

[A team of educators and parent/guardian must consider accommodations \(for students with an IEP or a 504 Plan\) or designated supports to allow students with medical conditions to participate in Idaho's Comprehensive Assessment Program.](#)

## Students with Low Attendance

Districts and charter schools must offer statewide assessments as outlined in Idaho's Comprehensive Assessment Program to students with low attendance. Students with low attendance are required to participate in Idaho's Comprehensive Assessment Program unless other exemptions apply. For more information, read the [Participation Exemption](#) section.

## Students in a Juvenile Detention Center

Districts and charter schools must offer statewide assessments as outlined in Idaho's Comprehensive Assessment Program to students incarcerated in a juvenile detention center. Students incarcerated in a juvenile detention center are required to participate in Idaho's Comprehensive Assessment Program unless other exemptions apply. For more information, read the [Participation Exemption](#) section.

While students are detained, the district that oversees the detention center is responsible for their education. The detention center and the sending school must coordinate to allow students in statewide testing.

## Students Retained or Skipped a Grade Level

Districts and charter schools must offer statewide assessments as outlined in Idaho's Comprehensive Assessment Program to students who have been retained or skipped a grade. Students who have been retained or skipped a grade are required to participate in Idaho's Comprehensive Assessment Program for the corresponding enrolled grade level submitted in the end-of-year ISEE student demographic file, unless other exemptions apply. For more information, read the [Participation Exemption](#) section.

## Students Expelled but Continue to Receive Special Education Services

Districts and charter schools must offer statewide assessments as outlined in Idaho's Comprehensive Assessment Program to students who have been expelled but continue to receive special education and related services as outlined in the student's IEP. Students who have been expelled but continue to receive special education and related services are required to participate in Idaho's Comprehensive Assessment Program unless other exemptions apply. For more information, read the [Participation Exemption](#) section.

## Students who Cannot Interface with Digital Devices

Districts and charter schools must offer statewide assessments as outlined in Idaho's Comprehensive Assessment Program to students who cannot interface with digital devices. Students who cannot interface with digital devices are required to participate in Idaho's Comprehensive Assessment Program unless other exemptions apply. Students who cannot interface with digital devices may take statewide assessments on paper and pencil, regardless of their IEP status or accommodations outlined in their IEP. Contact the corresponding assessment coordinator for availability and limitations of paper and pencil testing.

## PARTICIPATION EXEMPTION

### Recently Arrived English Learners (ISAT/IDAA ELA/literacy Only)

Recently arrived English learners may be exempted from participating in ISAT/IDAA ELA/literacy, **as long as they participate in ACCESS for ELLs during the same school year.** Districts and charter schools are encouraged to offer ISAT/IDAA ELA/literacy to recently arrived English learners who are approaching English proficiency.

Students are considered recently arrived English learners for assessment and accountability purposes when their date of first enrollment in a US School in the English Learner Management System (ELMS) is between the first Friday in May of the previous academic year, and the first Thursday in May of the current academic year.

### Students Absent for the Entire Testing Window for Medical Reasons

Districts and charter schools may appeal students who "are absent for the entire state-approved testing window because of medical reasons" ([IDAPA 08.02.03.112](#)), out of the participation rate denominator during the appeals window. A doctor's note must be submitted

as part of the appeals process. For more information, refer to the [ISAT/IDAA Appeals Guide](#) and [ACCESS for ELLs Appeals Guide](#).

### Homebound Students

Districts and charter schools may appeal students who “are homebound” ([IDAPA 08.02.03.112](#)) on a physician’s order out of the participation rate denominator during the appeals window. A doctor’s note must be submitted as part of the appeals process. For more information, refer to the [ISAT/IDAA Appeals Guide](#) and [ACCESS for ELLs Appeals Guide](#).

### Students Unenrolling Before or During the Make-up Window

Districts and charter schools may appeal students who unenroll before or during the make-up window. For ISAT/IDAA, the make-up window consists of the last two weeks of its statewide testing window. For ACCESS for ELLs, the make-up window consists of the final week of its statewide testing window.

### ACCESS for ELLs Domain Exemption

Although rare, a specific disability may inhibit meaningful participation in one or more language domains on the ACCESS for ELLs (e.g. students who are profoundly deaf in the speaking and listening domains). Districts and charter schools must consult with the English Language Proficiency Coordinator at the Idaho Department of Education to discuss a student’s unique situation and ways to best understand how the student may participate in ACCESS for ELLs.

### 33-1618 Assessment Exemption

Per [Idaho Code 33-1618](#) and [Idaho Code 33-1811](#), as amended by [HB 566](#) during the 2024 legislative session, all students who have not been enrolled in an elementary or secondary school in the United States for two (2) full school years *and* who score below a 2.0 on the English Language Proficiency Assessment may be eligible for an assessment exemption. An assessment exemption may include the Idaho Reading Indicator (IRI) and dyslexia screener. English learners identified for this exemption would neither participate in the fall nor spring IRI for the entirety of that specific school year. Refer to the “33-1618 Assessment Exemption Guidance” document for explicit direction.

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#### For Questions Contact

Assessment & Accountability

Idaho Department of Education

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