

# Summary of Proposed Changes to the Consolidated State Plan; Public Comment Process

## SUMMARY

The Idaho Board of Education and Department of Education identified the need to set new long-term goals and measurements of interim progress within the Consolidated State Plan and received feedback on the existing growth model associated with the Idaho Standards Achievement Test.

### Long-term Goals and Measurements of Interim Progress

Feedback from a wide variety of stakeholders indicated a desire to create new long-term goals and measurements of interim progress that achieve a better balance between being ambitious and achievable. The changes to goals include:

- New goals and measurements of interim progress that use 2023 data as the baseline and extend to 2030.
- Use a new Base + Gap Closure model for the creation of the achievement (ISAT ELA and ISAT Math) and graduation rate goals. This model:
  - Ensures that all students groups have a base expectation (7 percentage points over 7 years for ISAT ELA and Math; 6 percentage points for graduation rates); and
  - Supplements the base with an additional expectation of 10% gap closure for any student subgroups that have baseline performance lower than the All Students group.
- New goals for English Learners' Progress Towards English Proficiency based on historical data and stakeholder feedback. These goals take into account stakeholder feedback that the rate of improvement in the percentage of English Learners meeting their targets will slow over time.

## Adjusted Growth Model for Creation of Students' ISAT Growth Targets

- Change the timing of the student targets – instead of the goal being set based on projected performance in 3 years from the baseline, the proposed model uses annual targets.
- Divides the non-proficient and proficient ISAT levels (1, 2, 3) into sub-categories (i.e. 1a, 1b, 1c) and sets different targets for students based on their baseline performance.
  - Students Who Have Not Scored Proficient (Levels 1 and 2): targets are set based on the expectation that students will improve by 1 sub-category (i.e. from 1a to 1b).
  - Students Who Have Scored Proficient (Level 3): targets are set based on the expectation that students will maintain their performance within their sub-category (i.e. 3a to 3a) or improve.
  - Students Who Have Scored Advanced (Level 4): no sub-categories are created or used; targets are set based on the expectation that students may move up or down within the full Level 4 category but must stay at or above the Level 4 cut to meet their growth target.

## Process

As a part of the stakeholder feedback process, staff of the State Board of Education and State Department of Education hosted focus groups. Focus group feedback included:

- Recommendations to adjust the graduation rate goals and English Learner progress goals by lowering them modestly so they have the potential to be achieved; and
- Suggestions to adjust the growth model to adjust the targets created for students who score proficient or advanced to expect them to maintain a score within their sub-category rather than increase by one sub-category.

After making edits to the proposed amendment based on the feedback received through the focus groups, staff provided recommended edits to the Accountability Oversight Committee, a subcommittee of the Idaho State Board of Education. The committee provided feedback with no suggested changes and expressed support for the proposed Consolidated State Plan amendment.

The department is now soliciting public comment on the proposed 2024-2025 ESEA Consolidated State Plan amendment from April 22, 2024, through May 13, 2024. 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.