

**IDAHO DEPARTMENT OF EDUCATION**  
**Public School Agenda - August 15, 2002**  
**North Idaho College, Coeur d'Alene**

- A. Grangeville/Cottonwood Property Transfer, Bob West**
- B. Plummer-Worley/Coeur d'Alene Property Transfer, Bob West**
- C. Technology Integration into Classrooms, Bob West**
- D. Curricular Materials Approval, Dan Prinzing**
- E. Adequate Yearly Progress for the No Child Left Behind Act, Tom Farley**
- F. Professional Standards Commission's Strategic Plan, Bob West**
- G. Idaho State University Music Program, Bob West**
- H. Mountain Home School District Purchasing Waiver Request, Bob West**
- I. Boise School District Testing Waiver Request, Bob West**
- J. 2003-04 Public Schools Budget Information, Tim Hill**
- K. Math Academy, Marilyn Howard and Bill Ruud**
- L. Superintendent's Report, Marilyn Howard**

**A. SUBJECT:**

**Petition to Transfer Property from Grangeville Joint School District No. 241 to Cottonwood Joint School District No. 242**

**BACKGROUND:**

A petition submitted under the provisions of § 33-308, Idaho Code, to transfer approximately 3/8 square mile of land from Grangeville Joint School District No. 241 to Cottonwood Joint School District No. 242 has been received in the Department of Education. Also received were comments from both school districts.

The request is in compliance with the provisions of Section 33-308, Idaho Code, in that the area is less than fifty square miles, no school is operated in the area, and the property is contiguous to Cottonwood Joint School District No. 242.

**DISCUSSION:**

Grangeville Joint School District opposes the transfer; Cottonwood Joint School District approves. Copies of the petition, letters and maps are enclosed.

Pursuant to the rules adopted by the State Board, the Department of Education appointed a hearing officer. A copy of all information received was forwarded to said hearing officer and a hearing was held on June 3, 2002. The hearing officer recommended that the petition not be approved. The full *Findings of Fact and Recommendation* is enclosed.

Also enclosed is the petitioner's appeal to the hearing officer's *Findings of Fact and Recommendation*. The hearing officer declined the petitioner's request to reconsider and remanded the appeal to the State Board.

**RECOMMENDATIONS:**

The State Department of Education recommends the Board accept and consider the hearing officer's findings and recommendation.

**BOARD ACTION:**

It was carried to approve/disapprove/table the hearing officer's recommendation to disapprove the petition to transfer property. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

**ATTACHMENTS:**

1. Petition
2. Map
3. Letter from Grangeville Joint School District No. 241
4. Letter from Cottonwood Joint School District No. 242
5. *Findings of Fact and Recommendation*
6. Petitioner's Appeal to Findings of Fact and Recommendation

***Note: Attachments were not received in electronic format. For more information, contact Deb Stage 208-332-6853.***

**B. SUBJECT:**

**Petition to Transfer Property from Plummer/Worley Joint School District No. 44 to Coeur d'Alene School District No. 271**

**BACKGROUND:**

A petition submitted under the provisions of § 33-308, Idaho Code, to transfer approximately 12 square miles of land from Plummer/Worley Joint School District No. 44 to Coeur d'Alene School District No. 271 has been received in the Department of Education. Also received were comments from both school districts. The request is in compliance with the provisions of Section 33-308, Idaho Code, in that the area is less than fifty square miles, no school is operated in the area, and the property is contiguous to Coeur d'Alene School District No. 271.

**DISCUSSION:**

Plummer/Worley Joint School District opposes the transfer; Coeur d'Alene School District approves. Copies of the petition, letters and map are enclosed.

Pursuant to the rules adopted by the State Board, the Department of Education appointed a hearing officer. A copy of all information received was forwarded to said hearing officer and a hearing was held on June 3, 2002. The hearing officer recommended that the petition be approved with amendment and an election held. Her amendment is that the area proposed to be transferred be decreased. The full *Findings of Fact and Recommendation* is enclosed.

**RECOMMENDATIONS:**

The State Department of Education recommends the Board receive and consider the hearing officer's findings and any forthcoming supplementary material.

**BOARD ACTION:**

It was carried to approve/disapprove/table the hearing officer's recommendation to amend the petition to transfer property. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

**ATTACHMENTS:**

1. Petition
2. Map
3. Letter from Plummer/Worley Joint School District #44
4. Letter from Coeur d'Alene School District #271
5. Hearing Officer's *Findings of Fact and Recommendation* with modified map

***Note: Attachments were not received in electronic format. For more information, contact Deb Stage 208-332-6853.***

**C. SUBJECT:**

**TECHNOLOGY INTEGRATION INTO CLASSROOMS**

# **IDAHO COUNCIL FOR TECHNOLOGY IN LEARNING (ICTL)**

## **REPORT TO THE OFFICE OF THE STATE BOARD OF EDUCATION**

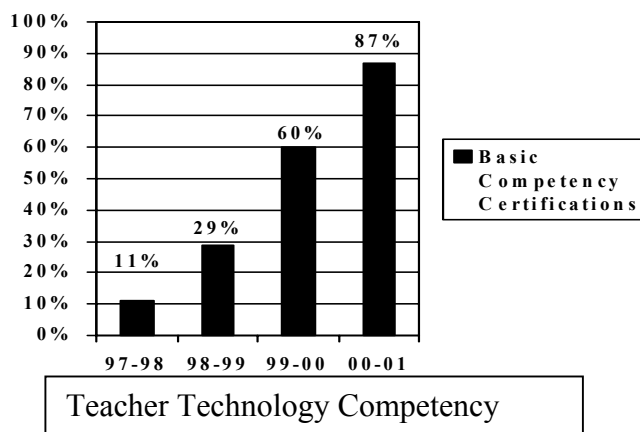
### **BACKGROUND**

The proliferation of technology in our daily lives makes it essential that all students are provided an opportunity to become technologically literate. The Office of the State Board of Education (OSBE) established a statewide policy that teachers and administrators be trained in the use of technology for education. This policy was created in November of 1997 as a plan of action, which provides recognition, encouragement, and documentation of demonstrated competencies for educators and school districts by certificates of achievement and by school accreditation. The competency assessments are based upon the International Society for Technology in Education (ISTE) basic technology competencies. Certificated personnel could pass one of three assessments: The Idaho Technology Competency Exam, The Idaho Technology Portfolio Assessment, and the Idaho Technology Performance Assessment. More information about the policy or the testing centers can be found at: <http://www.sde.state.id.us/bots/testing.htm>.

The goal of OSBE was that 90% of all certificated personnel would receive training and pass one of the approved Idaho Technology Competency Assessments by June of 2001.

#### **Status**

In 1997, 10% of certificated teachers and administrators had met this policy. As of Fall, 2001 87% of certificated personnel are trained and have passed one the Idaho Teacher Technology Competency Assessments. This training effort is on going, and will need to be continued long after the June 2001 deadline as new technological capabilities become available and as new teachers move into the state from universities outside of Idaho.



#### **Moving Beyond Basic Technology Competencies**

In the 2001-2002, technology funds from various sources supported 409 separate projects designed to integrate technology into the classroom curriculum. Projects are located in every school district in the state, span the entire spectrum of grades kindergarten through 12, and are in

the subject areas of reading, writing, math, and science. These projects were started during the 1999-2000 school year and will continue for 3 to 5 years. This data was collected as part of the Idaho State Technology Progress Report filed October 31, 2001. The goal was to see an increase in student achievement in reading, writing, math and/or science as demonstrated on standardized, performance and local assessments to include: Standardized tests such as the ITBS (Iowa Test of Basic Skills) and TAP (Tests of Achievement & Proficiency); State-wide Writing and Math Assessment performance tests; and Local student assessments

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## *Project Implementation Highlights*

### *Reading*

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*A district of 180 students chose to enhance their existing Accelerated Reader project by purchasing more computers and peripherals. The purpose was for all students' grades first through eighth to have maximum access to the Accelerated Reader program.*

#### ***DIRECT WRITING ASSESSMENT***

*The main focus of the project as identified in the technology plan, is for the improvement of written and oral communication skills and integrating technology into all areas of the curriculum. The Direct Writing Assessment show a general trend upward in proficiency in grade 8. In 1996, 31% of the 8<sup>th</sup> graders were proficient according to the DWA. In 1999 and 2000 44% of the 8<sup>th</sup> graders have shown proficiency. In 2001 92% of the students showed proficiency. Similar results were found in the 4<sup>th</sup> grade where the 1999 percentage of students who scored proficient was 70% compared with 75% in 2001.*

#### ***ANTECDOTAL STORIES***

*Teacher journals were also kept from the beginning of the 2000-2001 school year and then evaluated at the end of the term. Some of the findings were:*

- enjoy writing more because computers allow variation and choices of format*
- writing improved*
- students become more engaged in the total writing process*
- better able to organize ideas*
- students become responsible for the sections in Cornerstone and saw the immediate results*
- students motivated to improve because of the interesting material and format of Cornerstone*
- success story: Low performing student developed better sentence structure with the help of Cornerstone program, organization of thought improved with the use of Inspiration program, and student motivation greatly improved.*

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## *District Technology Use Plan Self-Report*

### *Reading*

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*A district of 500 students chose to enhance their existing Accelerated Reader project by purchasing more computers and peripherals. The purpose was for all students, grades second through eighth, to have maximum access to the Accelerated Reader program.*

## **PROJECT DESCRIPTION**

*Accelerated Reading is a program where students read books at their reading level and take comprehension tests on the book just read. Students are required to pass the test with 60% accuracy. Students reading levels are increased or decreased based on the accuracy of the comprehension tests and teacher recommendation. Initial reading levels are determined by the STAR test, as well as teacher recommendation. 2<sup>nd</sup> through 8<sup>th</sup> grade levels*

## **IOWA TEST OF BASIC SKILLS (ITBS) DISTRICT SELF REPORT**

*For purposes of the technology project, we compared the third and fourth grade ITBS test scored from 1998-2000. The Accelerated Reader program was implemented during the 1999-2000 school year. Before that time we had been piloting the program. During the month of April, the technology committee discerned the results and found that there were slight changes in certain sections of the test. We feel that the accelerated reading program did help with those sections.*

- The ITBS results for two grade levels are shown below. Can we determine if the Accelerated Reader program is making a difference? We feel that it is part of the success.

Reading Topic	1998 3 <sup>rd</sup> grade			1999 4 <sup>th</sup> grade			2000 5 <sup>th</sup> grade		
	% correct	% correct	diff	% correct	% correct	diff	% correct	% correct	diff
	Bldg	nat.		bldg	nat.		bldg.	nat.	
Vocabulary	57	56	+1	59	52	+7	61	56	+5
Factual Meaning	66	63	+3	64	49	+15	63	57	+6
Inferential Meaning	50	45	+5	61	53	+8	56	57	-1
Evaluative Meaning	48	43	+5	59	49	+10	52	45	+7

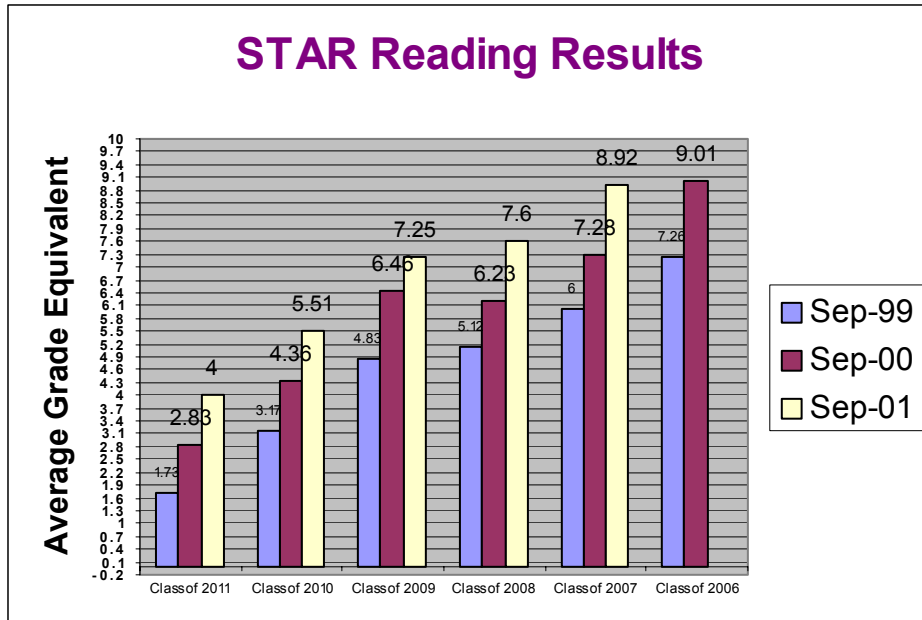
*Students in the 3<sup>rd</sup> grade in 1998 and 4<sup>th</sup> graders in 1999 showed an increase in all areas. When they took the ITBS in 5<sup>th</sup> grade, they were above the national average in all areas but inferential meaning. We feel the Accelerated Reader program is supporting the increases.*

Reading Topic	1998 4 <sup>th</sup> grade			1999 5 <sup>th</sup> grade			2000 6 <sup>th</sup> grade		
	% correct	% correct	diff	% correct	% correct	diff	% correct	% correct	diff
	Bldg	nat.		bldg	nat.		bldg.	nat.	
Vocabulary	52	52	0	53	56	-3	59	58	+1
Factual Meaning	50	49	-1	61	57	+4	63	56	+7
Inferential Meaning	54	53	-1	58	57	-1	62	58	+4
Evaluative Meaning	57	49	+8	46	45	+1	57	53	+4

*Students in the 4<sup>th</sup> grade in 1998 and 5<sup>th</sup> graders in 1999 showed an increase in all areas. When they took the ITBS in 6<sup>th</sup> grade, they were above the national average in all areas. We feel the Accelerated Reader program is supporting the increases.*

### STAR READING TEST

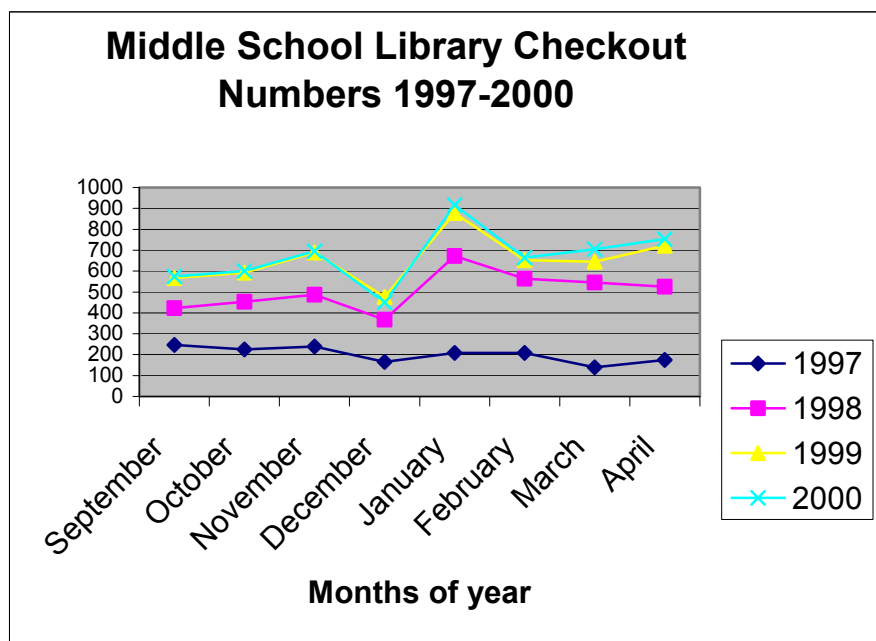
*The STAR Reading test provides our school with good data that helps determine our strengths and weaknesses. Below is a chart of the progress of our reading program utilizing data from the STAR Reading Test.*



There is an average grade equivalent increase every year, for every grade level from the 3<sup>rd</sup> to the 8<sup>th</sup> grade.

## BOOK CIRCULATION

*Our librarians are reporting that where Accelerated Reader is being encouraged and totally supported, more students are checking out books. They also report that more students are reading within their reading level. The number of books checked-out increases when more emphasis is placed on using this program. The middle school/junior high English Department requires a number of books read and tests passed as part of the grade.*



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## District Technology Use Plan Self-Report Reading

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*A district of 160 students chose to enhance their existing Accelerated Reader project by purchasing more computers and peripherals. The purpose was for all students' grades third through eighth to have maximum access to the Accelerated Reader program.*

## PROJECT DESCRIPTION

*District Strategic Plan addresses the need for increased student achievement in the area of reading based on ITBS/TAP scores that are below the state average. Professional educators recognize the need for a variety of instructional methods to provide for the diverse learning requirements of students. Accelerated Reader helps teachers motivate students to increase literature-based reading practice and provide objective instructional data for assessing students' reading skills.*

When examining these figures, a "general upward trend" in reading achievement emerges for the last four years in the School District. The 2000 ITBS scores are the same (for one class) or

substantially higher (for 3 classes) than the original scores (taken in either 1997 or 1998) for all class levels having three or more sets of test results. There is random movement up and down in the intervening years, but the overall trend is up. The one class for which there are two scores shows a six-point decrease, but its scores are as high as the scores of any other group. And the third grade class, which has only one test result, has the highest scores of any class.

ITBS Reading Scores					
Class of	1997	1998	1999	2000	Percentile Gains 1997-1999
2005	35	34	49	56	21
2006	53	49	53	53	0
2007	16	33	29	33	17
2008		34	51	53	19
2009			59	53	-6
2010				74	

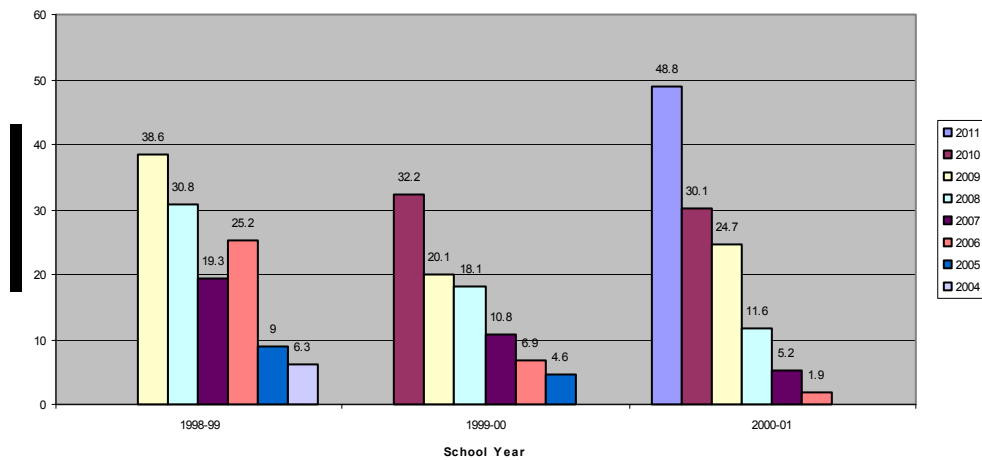
The School District has achieved a steady gain in achievement, as measured by the ITBS, when the achievement records of the same students are examined over a period of time. The achievement record of the third and fourth grade classes, where tests are not available over a three or four-year period, is as high or higher than any other class is now. So, these students appear to be “starting off” better than the previous classes on their first and second ITBS tests. The summary statement, which applies to virtually all classes, is: Students in the School District appear to have raised their reading achievement during the last four years.

## STAR READING TEST

In a district with a student enrollment 4,500 students chose to implement Accelerated Reader. Each cluster shows the yearly percentage increases of the students reading level as measured by the STAR Reading Test in grades two through seven. The legend shows the year of graduation. The greatest increase in reading level occurs in the second grade and gradually decreases as the grade level increases.

Accelerated Reader  
Reported Yearly Percentage Increases  
(by Graduation Year)

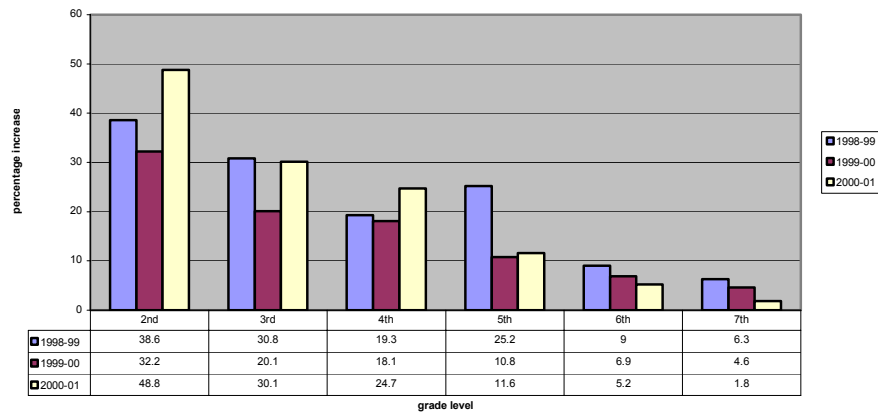
Percentage Yearly Reading Level Increase



### Accelerated Reader Reported Yearly Percentage Increases in Reading Level (by Grade)

Legend shows year of collected data. Data shows that using Accelerated Reader has improved reading levels at a greater percentage for the year 2000-01 in all grades except 6<sup>th</sup> and 7<sup>th</sup>.

Percentage Increase at each grade level



## Project Implementation Highlights Writing

*A district of 2,200 students attending one K-12 school chose to focus on language skills, particularly writing.*

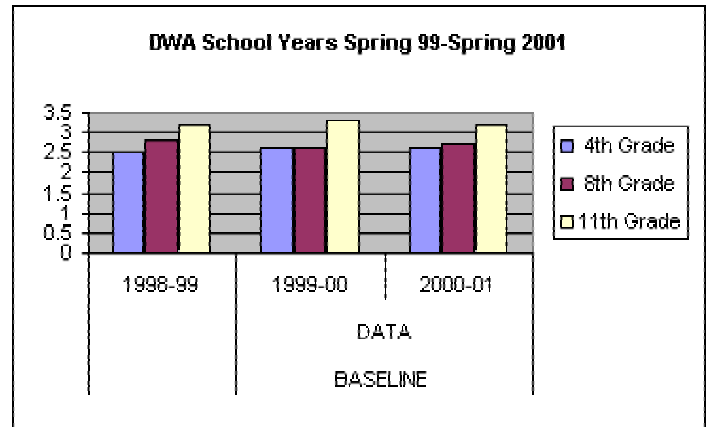
### ***DISTRICT WRITING TECHNOLOGY USE PLAN SELF-REPORT***

*The School district focused on the development of language skills in their technology plan. The district determined, through data from standardized tests conducted in previous years, that there was a great need to impact the language skills (i.e., reading, writing, speaking, listening, researching, synthesizing and articulating) for students in kindergarten through grade 12. In facing this great need and challenge, the district will use a phased approach over the three-year life of their technology plan.*

## DIRECT WRITING ASSESSMENT

Direct Writing Assessment	BASELINE DATA		
S.D.	1998-99	1999-00	2000-01
4th Grade	2.5	2.6	2.6
8th Grade	2.8	2.6	2.7
11th Grade	3.2	3.3	3.2

Narrative: DWA scores have held fairly constant at all grades from Spring 1999-Spring 2001.



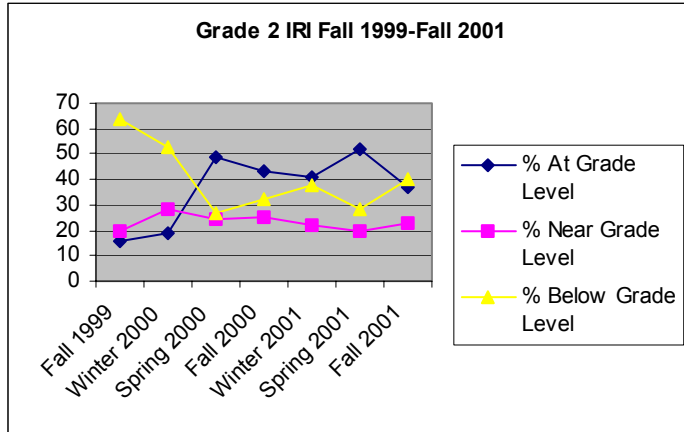
By comparing the DWA data for various grade levels the teachers are very positive about utilizing technology as a tool to enhance student achievement. Teachers at the middle school want more computer access. Sharing 25 notebooks among 10 teachers is difficult when many teachers could utilize computer access everyday during several class periods. Our district has added computers and software at the elementary school to enhance the 15+-station CCC computer lab so that more students have access to this intervention.

## IDAHO READING INDICATOR (IRI)

The Idaho Reading Indicator (IRI) is a reading test that is administrated to all K-3 students three times a year to see if they are reading at grade level. At one school district, Reading achievement in grade 2, as indicated by the charted and graphed IRI results located below, indicates that students have made significant gains in overall fall, winter, and spring testing since fall of 1999.

	% At Grade Level	% Near Grade Level	% Below Grade Level
<b>Grade 2</b>			
Fall 1999	16	20	64
Winter 2000	19	28	53
Spring 2000	49	24	27
Fall 2000	43	25	32

Winter 2001	41	22	38
Spring 2001	52	20	28
Fall 2001	37	23	40



The percentage of students near grade level has flat lined and the percentage of students below grade level increased from spring 2001 to fall 2001. However, the percentage of students below grade level has significantly decreased since the fall of 1999. The percentage of students at grade level significantly increased since the fall of 1999, but decreased from spring to fall 2001. Teachers are more focused on meeting the reading needs of individual students, based on the data, now than they were in the past. Teachers now bring data to student conferences in order to determine what is best to meet the needs of students. Teachers are able to talk specifically about assessments and about individual student needs in the area of reading. With tools like the CCC lab, instructors are able to focus on the curriculum appropriate to individual student needs. As teachers continue to analyze the data and make needed adjustments to instruction, we believe that IRI scores will continue to consistently move toward a higher percentage of students at or near grade level and fewer students below grade level.

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## *Project Implementation Highlights*

### ***Math***

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*A district of 500 students chose to enhance their Math Curriculum in grades three through twelve. The project and effects of the project are detailed below.*

*Math Integration of Teaching and Technology integrates curriculum and technology in grades 3-12 math classrooms throughout the district. This project provides training, technology, and software needed to incorporate technology in personalizing mathematics instruction, motivating student success, tracking mastery of math objectives, and assessing student progress.*

### ***ACCELERATED MATH & STAR MATH***

For purposes of the technology plan, we took three grades and compared the scores taken from the ITBS Tests from 1993-1999. The Accelerated Math program was implemented during the 1999-2000 school year. Before that time we had been piloting the program. During the month of April, the technology committee discerned the results and found that there were slight changes in certain sections of the test. We feel that the Accelerated Math program did help with those sections. We based our findings on where we placed, based on the percent correct above or below the national average.

Math Topic	1998 3 <sup>rd</sup> grade				1999 4 <sup>th</sup> grade				2000 5 <sup>th</sup> grade			
	% correct	% correct	diff	bldg	% correct	% correct	diff	bldg.	% correct	% correct	diff	bldg.
	Bldg	nat.			nat.	nat.			nat.	nat.		
Concepts	61	63	-2	58	61	-3	69	62	+7			
Estimation	38	40	-2	48	42	+6	59	48	+11			
Problem Solving	56	54	-2	63	61	+2	59	54	+5			
Data Interpretation	56	54	+2	61	56	+5	66	58	+8			

Students in the 3<sup>rd</sup> grade in 1998 and then 4<sup>th</sup> graders in 1999 showed a minute decline in concepts, but scored better as 4<sup>th</sup> graders in 1999 in the estimation, problem solving, and data interpretation. These same students scored better in the year 2000 as 5<sup>th</sup> grade students. **The Accelerated Math program was used some in 3<sup>rd</sup> grade, more in 4<sup>th</sup>, and heavily in 5<sup>th</sup>.**

Math Topic	1998 4 <sup>th</sup> grade				1999 5 <sup>th</sup> grade				2000 6 <sup>th</sup> grade			
	% correct	% correct	diff	bldg	% correct	% correct	diff	bldg.	% correct	% correct	diff	bldg.
	Bldg	nat.			nat.	nat.			nat.	nat.		
Concepts	51	61	-10	57	62	+4	60	56	+4			
Estimation	43	42	+1	47	48	+1	49	49	0			
Problem Solving	53	61	-2	52	54	+2	44	44	0			
Data Interpretation	52	56	+2	55	58	+3	63	63	0			

Students in the 4<sup>th</sup> grade in 1998 and 5<sup>th</sup> graders in 1999 showed decline in concepts, but showed improvement in estimation, problem solving, and data interpretation. As 6<sup>th</sup> grade students in the year 2000, they did not show very much change.

### **ACCELERATED MATH GRE INCREASES**

*The district also found that by implementing Accelerated Math, the Grade Equivalency of the 3<sup>rd</sup> graders increased from below grade level to above grade level with just one year of use.*

*3<sup>rd</sup> grade September 2000*

*Grade Equivalent 2.81*

*Those same students now 4<sup>th</sup> grade in 2001*

*Grade Equivalent 4.20*



### **STUDENT USE OF TECHNOLOGY IN MATH**

*In a district with 1,500 students who focused on the integration of technology in mathematics, a student survey was given the past three years. The following table shows results from the student survey regarding the use of technology to learn math. Students responded to the following question:*

***I use the computer to help me learn math.***

***Curriculum Use of Technology in Math as reported by Student Surveys***

<b><i>Grade Level</i></b>	<b><i>Students Using Technology for Learning Math---1999</i></b>	<b><i>Students Using Technology for Learning Math—2000</i></b>	<b><i>Students Using Technology for Learning Math— 2001</i></b>
<b><i>3</i></b>	<b><i>69%</i></b>	<b><i>90%</i></b>	<b><i>70%</i></b>
<b><i>4</i></b>	<b><i>50%</i></b>	<b><i>58%</i></b>	<b><i>62%</i></b>
<b><i>5</i></b>	<b><i>59%</i></b>	<b><i>67%</i></b>	<b><i>58%</i></b>
<b><i>6</i></b>	<b><i>36%</i></b>	<b><i>58%</i></b>	<b><i>60%</i></b>
<b><i>7</i></b>	<b><i>51%</i></b>	<b><i>72%</i></b>	<b><i>39%</i></b>
<b><i>8</i></b>	<b><i>9%</i></b>	<b><i>31%</i></b>	<b><i>16%</i></b>
<b><i>9</i></b>	<b><i>17%</i></b>	<b><i>26%</i></b>	<b><i>15%</i></b>
<b><i>10</i></b>	<b><i>23%</i></b>	<b><i>21%</i></b>	<b><i>17%</i></b>
<b><i>11</i></b>	<b><i>19%</i></b>	<b><i>20%</i></b>	<b><i>15%</i></b>
<b><i>12</i></b>	<b><i>23%</i></b>	<b><i>15%</i></b>	<b><i>21%</i></b>

### **ANTECDOTAL COMMENTS**

*I use Accelerated Math in my 5th & 6th grade classroom every day. It is the best program that I have seen in 10 years of teaching. It allows students to work at their own pace and their own level. If a student doesn't understand a concept, this program will not allow them to move on until they prove they have mastered it. Not only does it wait until they master the concept they also have to prove that they can repeatedly do it throughout the year.*

*I teach a combined class, so I have had the same students two years in a row and all of them showed at the very minimum 1½ years of growth; some as much as 3 years growth. I have watched students that hate math grow to love it very quickly with this program. This program is tailored to fit all levels, so that the students who are above average are challenged and can work at a faster pace. The students who are below average are not expected to move on if they haven't mastered an objective. They are also working at their own pace, while still being challenged at there level. The students who previously would have had to be pulled out for math are now able to work in the classroom with their peers. The average students get a firm grasp of mathematical concepts while also working at their own pace.*

*At conference time the Accelerated Math reports are wonderful because you can print out the objectives that the student has been working on and show the parents exactly where they are at and what they are doing well on, as well as, where they might be struggling.*

*I used both Star Math and Accelerated Math during the 1999-2000 school year. Star Math was used as a tool for placing each student at their appropriate level in math. I had each student take the Star Test twice during the year. Not only did it place each student at the appropriate level, it was a useful tool in gaging student progress from the beginning of the year to the end.*

*I used Accelerated Math almost daily. Generally, I would teach a math lesson, have students complete an assignment on whatever skill I was teaching, then, have them get their A.M. folders and work at whatever skill/level they had progressed to in Accelerated Math.*

*The Accelerated Math program has the potential to be a very useful teaching tool. Kids were very motivated to use the program and did enjoy it. I found it to be a bit teacher-unfriendly, however. Several times during the year while I was using it, I would get an "illegal operation" message, and the whole thing would shut down. I found this very frustrating. If you are using the program, it is really important that it runs very smoothly. Otherwise, you end up with kids waiting for their next assignment, with way too much time on their hands, and a befuddled teacher trying to fix the problem.*

*We are using Accelerated Math to supplement our regular curriculum. Students work on Accelerated Math when they have time. A.M. is also proving useful at exposing basic math weaknesses and provides an excellent method of remediation. It has been a useful timesaver.*

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## *Project Implementation Highlights*

### *Science*

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*A district of 1,600 students chose to enhance their Science Curriculum targeted the following standards:*

#### **State Exiting Standard Targeted:**

1. The student will understand concepts and processes of evidence, models, and explanation.
2. The student will understand scientific inquiry and develop critical thinking skills.
3. The student will understand the relationship between science and technology and develop the abilities of technological design and application.

The district found that this science project has provided many learning opportunities for students, as well as increase in the Science topics as measured by the ITBS Test.

**ITBS/TAP %ile Ranks (Student Norms)**

SCIENCE			
Grade	10/98	10/99	10/00
3	55	54	56
4			
5	59	56	53
6			
7	67	65	58
8			
9	50	55	58
10			
11			

Grades 4, 6, 8, 10, and 11 take the Survey Battery with only Reading, Language, and Math subtests.

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#### **D. SUBJECT:**

#### **Adoption of Curricular Materials and Related Instructional Materials as Recommended by the Curricular Materials Selection Committee**

#### **BACKGROUND:**

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.112, describe the adoption process for curricular materials as an adoption cycle of five (5) years. “Curricular materials” is defined as textbook and instructional media including software, audio/visual media and Internet resources (Idaho Code 33-118A.) Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

This year the adoption cycle called for curricular materials in the areas of social studies, character education and computer applications. In addition, the two-year interim adoption clause allowed for submission of materials in the areas of Language Arts, Part II (English, spelling, composition, grammar and usage), Communications (speech and journalism), Humanities (interdisciplinary, foreign languages, dance, music, theatre and visual art) and Dictionaries and Thesaurus’ and Language Arts, Part I (reading and literature) and driver education.

#### **RECOMMENDATION:**

The State Department of Education recommends the adoption of curricular materials as outlined in Attachment 1, “Curricular Materials Recommendations Book 2002”.

#### **BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request for adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

#### **ATTACHMENTS:**

1. Curricular Materials Recommendation Book 2002.

***Note: Attachments were not received in electronic format. For more information, contact Deanie Grant 208-332-6974.***

## **E. SUBJECT:**

### **No Child Left Behind Act: Overview of Some Highlights**

## **BACKGROUND:**

The No Child Left Behind (NCLB) Act reauthorized the Elementary and Secondary Education Act (ESEA) and incorporated the major educational reforms proposed by President Bush, particularly with regard to standards and assessment, accountability, and school improvement. These provisions are the centerpiece of Title I, Part A of the ESEA, which is designed to help disadvantaged children meet high academic standards. The Act represents some of the most sweeping change to federal education policy since the 1960s. The Act, approved in December of 2001, is the ninth update of the Elementary and Secondary Education Act since it was enacted in 1965 as part of the federal War on Poverty.

The requirements include: raising all students' proficiency in reading/language arts and math, closing the achievement gap between minority and low income sub-groups and the white majority, hiring only qualified teachers and paraprofessionals, reporting student achievement on statewide standardized tests and comparing results to other schools, required participation in the National Assessment of Educational Progress, and states are to determine and report adequate yearly progress of all schools.

After Idaho has had its plan approved under Title I and Title III, the first draft of which has already taken place, and those plans have been implemented for 2 years, the Secretary of Education will review whether the State has met its adequate yearly progress definition under Title I.

## **DISCUSSION:**

Tom Farley, Chief of the Bureau of Federal Programs, will give a presentation highlighting the following components of the NCLB Act:

- Qualified Teachers
- Qualified Paraprofessionals
- School, District and State Report Cards
- Adequate Yearly Progress:
  - How it is defined, and
  - What the expectations are for Idaho schools.

## **F. SUBJECT:**

### **Professional Standards Commission Strategic Plan Information**

## **BACKGROUND:**

With funding support from the State Board of Education through an Albertson Foundation grant, the Professional Standards Commission began a process of strategic planning for the years 2002-2005. A draft of the plan has been developed and will be reviewed by the Professional Standards Commission at its regular September 2002 meeting.

## **DISCUSSION:**

A skilled consultant was hired to facilitate development of the plan, which consists of six major challenge areas with associated goals and key action strategies.

Due to budget constraints, the PSC had to cancel its July meeting. A draft copy of the Strategic Plan was presented to the MOST Advisory Committee on July 18, 2002, and the same draft is being presented to the State Board of Education at this August meeting.

Upon approval by the PSC, implementation will require conscientious effort on the part of the Commission and support of the State Board of Education when the plan is put into action. Implementation will require important financial support.

## **ATTACHMENT:**

1. Professional Standards Commission Strategic Plan Draft

***Note: Attachments were not received in electronic format. For more information, contact Mary Jane Markland 208-332-6884.***

## **G. SUBJECT:**

### **Visual and Performing Arts: Music Program at Idaho State University**

## **BACKGROUND:**

A concurrent NCATE/state (National Council for the Accreditation of Teacher Education) personnel preparation program review at Idaho State University was conducted on November 3-7, 2001. Subsequent to a review of the state report by the Professional Standards Commission, the Visual and Performing Arts: Music program was given conditional approval pending a focus visit at the request of the dean of the College of Education from Idaho State University.

## **DISCUSSION:**

A focus visit was requested and conducted on April 2, 2002. The results of the focus visit were considered by the Professional Standards Commission at its regular meeting on May 3, 2002. The Commission reviewed evidence that the Music program at Idaho State University now meets state standards and approved the focus visit report. The recommendation from the Commission is that the Visual and Performing Arts: Music program at Idaho State University be approved by the State Board of Education.

## **RECOMMENDATION:**

The Professional Standards Commission recommends that the State Board of Education approve the Visual and Performing Arts: Music program at Idaho State University, thus moving the program from a conditional to an approved status.

## **BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request by the Professional Standards Commission as submitted. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

## **ATTACHMENTS:**

2. Focus visit report



***Note: Attachments were not received in electronic format. For more information, contact Mary Jane Markland 208-332-6884.***

## **H. SUBJECT:**

### **Request from Mountain Home School District No. 193 to Proceed with Maintenance Vehicle Purchase**

## **BACKGROUND:**

Idaho Code states that no purchase over fifteen thousand dollars (\$15,000) can be made without first soliciting bids by publishing twice in a local newspaper. It also states that the board of trustees may let the contract to the lowest responsible bidder, or reject any bid, or reject all bids and publish notice for bids, as before. Then, if no satisfactory bid is received, Idaho Code states that the board of trustees may proceed under its own direction subject to the approval of the State Board of Education.

## **DISCUSSION:**

Mountain Home School District placed an invitation to bid in the *Mountain Home News* on June 12 and June 19 for a 2002 cargo van for use by their maintenance staff. They did not receive any bids. They published again in the same newspaper on July 10 and July 17. They again did not receive any bids. Attached is a letter from Mountain Home School District No. 193 requesting that they be allowed to proceed with the purchase of a cargo van.

## **RECOMMENDATIONS:**

The State Department of Education recommends that Mountain Home School District be allowed to proceed with the purchase of a cargo van.

## **BOARD ACTION:**

It was carried to approve/disapprove the request as submitted. Moved by \_\_\_\_\_, seconded \_\_\_\_\_ by \_\_\_\_\_, and carried.

## **ATTACHMENT:**

1. Letter from Mountain Home School District No. 193

***Note: Attachments were not received in electronic format. For more information, contact Deb Stage 208-332-6853.***

## **I. SUBJECT:**

### **Boise School District Testing Waiver Request**

## **BACKGROUND:**

Effective August 1, 2002, State Board Rules call for specific statewide achievement tests to be administered each academic year (IDAPA 08.02.03.111). Among those assessments are Levels tests to be administered in the Fall and Spring to grades 2 through 9. The Independent School District of Boise City No. 1 requests a one-time waiver of the requirement to administer this test in grades 2 – 6, for the Fall test administration, in all of its 34 elementary schools. The regular testing schedule would resume for those grades for the Spring test administration and thereafter.

## **DISCUSSION:**

The district would substitute the Iowa Test of Basic Skills (ITBS) one time during the Fall 2002 test administration in grades 3 through 6. The waiver would allow one set of tests to be administered in the Fall (the ITBS) instead of two sets of tests (ITBS and Levels). The ITBS would be administered at the request of the U.S. Department of Agriculture. The U.S.D.A. is depending on ITBS testing data from the Boise District to continue and finalize a 13 million dollar congressionally authorized study of the impact on student achievement of their school breakfast program. The district began participating in the study, including administration of the ITBS, before the State Board Rules for testing changed in March of 2002.

Student test scores from grades 3 – 6 in the Boise District's 34 elementary schools provide about 25% of the data for the study. The U.S.D.A. will pay for the cost of the ITBS Fall administration in order to have enough reliable data when all testing data are put together from across the country. Without the Boise ITBS data, U.S.D.A. asserts that their entire study will not have enough data to be able to draw reliable and valid conclusions. Therefore, the estimated \$80,000 cost of the testing is a justifiable price to the U.S.D.A. to enable them to have enough data to calculate reliable overall results.

As described in the attached letter from Dr. Olson, Boise District superintendent, the district is entirely supportive of the State Board's desire to strengthen Idaho's assessment system, and they wish to support the study

as well without overburdening students and teachers with multiple assessments in the Fall of 2002.

**ACTION:**

The State Board of Education carried to approve/disapprove/table the request by The Independent School District of Boise City No. 1 to be granted a one-time waiver of the level testing rule for grades 2 – 6 for the Fall test administration for its 34 elementary schools. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

**ATTACHMENTS:**

1. Letter from the U.S.D.A. to Bob West
2. Letter from the Boise Independent School District No. 1, Dr. Olson, to Dr. Howard.

*Note: Attachments were not received in electronic format. For more information, contact Susanne Daniels 208-332-6810.*

**J. SUBJECT:**

**2003-04 Public Schools Budget Information**

**BACKGROUND:**

As a routine practice, the State Department of Education has usually brought forward an outline of budget items with estimates for each area of public school fiscal support generated jointly with the Education Coalition anticipated to be presented to the Joint Finance and Appropriations Committee. The Education Coalition has not come to consensus in a number of areas, in light of the state's current and projected revenue picture, the unanticipated approval of charter schools with their significant impact on the number of support units to estimate, and other factors, making it difficult to present a budget request until it has finished its work.

**DISCUSSION:**

The Education Coalition continues to consider significant decision points, and would welcome and benefit from the State Board's guidance and recommendations in several areas, including the following:

- Should the Coalition request an increase in the statutory base salary to allow reimbursement to school districts and charter schools for the minimum salary mandate of \$25,000?
- Should the Coalition request an increase in the statutory staff allowance to help close the gap between what is provided per support unit and the actual staffing required for Instructional Staff (729 FTE deficit), Administrative Staff (110 FTE deficit), and Classified Staff (659 FTE deficit)?
- Should the Coalition request a continuation of the FY 2003 Classroom Supply budget item of \$2,000,000, when supplies are regularly purchased with undesignated maintenance and operations funds determined by budgets set by local elected officials?

Information about a possible FY 2004 budget is outlined in the attachment to this agenda item. The outline show figures for budget items generated by Idaho Code (Salary-based Apportionments and Early Retirement Payout, for example); items mandated by Code or Court Order, but without a statutory funding formula (Gifted/Talented, Idaho Reading Initiative and Limited English

Proficient, for example); and those items that reflect the intent of previous legislatures and needs of the schools, but without a Code or Court mandate (Technology Grants and Achievement Standards Implementation, for example). Mr. Tim Hill will present the outline.

*Note: Attachments were not received in electronic format. For more information, contact LaRae Ashby 208-332-6840.*

**L. SUBJECT:**

**Superintendent's Report**