

**Idaho Department of Education  
Public Schools Agenda**

**STATE BOARD OF EDUCATION**

**April 17, 2003**

**Idaho School for the Deaf and Blind, Gooding**

- A. Federal No Child Left Behind Act (NCLB) (Motion Items)**
  - 1. Persistently Dangerous Schools, Tom Farley**
  - 2. Highly Qualified Teachers, Tom Farley**
  - 3. Paraprofessionals, Tom Farley**
  - 4. Adequate Yearly Progress, David Breithaupt**
- B. Letter of Authorization Requests, Bob West (Motion Item)**
- C. Staff Allowance Waiver for Accreditation, Tim Hill (Motion Item)**
- D. Remote and Necessary School Applications, Tim Hill (Motion Item)**
- E. Curricular Materials Selection Committee Nominations, Bob West (Motion Item)**
- F. Idaho Reading Indicator Report, Mary Beth Flachbart (Information Item)**
- G. Achievement Standards Implementation Report, Mary Ann Ranells (Information Item)**
- H. Substance Use, Safety, and School Climate Survey, Tom Farley (Information Item)**
- I. Superintendent's Report, Marilyn Howard (Information Item)**

## **A.1. SUBJECT:**

### **Idaho Definition for Persistently Dangerous Schools**

## **BACKGROUND:**

TITLE IX, PART E, SUBPART 2, SEC. 9532. UNSAFE SCHOOL CHOICE OPTION.”

"(a) UNSAFE SCHOOL CHOICE POLICY.--Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”

"(b) CERTIFICATION.--As a condition of receiving funds under this Act, a State shall certify in writing to the U. S. Secretary of Education that the State is in compliance with this section." PL 107-110, 115 Stat. 1425, 1984-1985 (2002) (emphasis added).

## **DISCUSSION:**

The office of the Safe and Drug Free Schools and Community has worked with various constituencies to develop a definition for a Persistently Dangerous school in Idaho. Included in that effort is a data collection system that allows for the longitudinal tracking on an annual basis of data relative to acts outlined in the definition. The effort is now in its eighth draft after having been reviewed at least twice each by superintendents, principals, the Safe and Drug Free Schools and Community Advisory Board, and others.

The definition will be used in Idaho to (a) establish state compliance with the federal requirement set forth in ESEA, and (b) determine if any Idaho schools are "persistently dangerous", thus invoking the statutorily-set requirement that students in the identified school be allowed to attend a safe public elementary or secondary school within the local education agency.

Many other states' definitions have been reviewed and used to help Idaho develop its definition. After careful consideration and input by the many constituents, the committee working on the definition effort endeavored to write a definition that best fits Idaho schools.

**RECOMMENDATIONS:**

The Idaho State Department of Education recommends the State Board of Education approve as policy the submitted definition for a Persistently Dangerous School.

**BOARD ACTION:**

It was carried to approve/disapprove/table the definition of a Persistently Dangerous School as submitted. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

**ATTACHMENTS:**

1. Definition of a Persistently Dangerous School in Idaho

## ESEA Unsafe School Choice Option IDAHO

**The No Child Left Behind Act of 2001 (ESEA) provides, in part:**

"TITLE IX, PART E, SUBPART 2, SEC. 9532. UNSAFE SCHOOL CHOICE OPTION."

"(a) UNSAFE SCHOOL CHOICE POLICY.--Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

"(b) CERTIFICATION.--As a condition of receiving funds under this Act, a State shall certify in writing to the Secretary that the State is in compliance with this section." PL 107-110, 115 Stat. 1425, 1984-1985 (2002) (emphasis added).

The Department of Education consulted with LEAs and associations involved with public education in Idaho to determine a definition. Based on that consultation, the Department of Education developed the following definition of "persistently dangerous public elementary school or secondary school." This definition will be used in Idaho to (a) establish state compliance with the federal requirement set forth in ESEA, and (b) determine if any Idaho schools are "persistently dangerous", thus invoking the statutorily-set requirement that students in the identified school be allowed to attend a safe public elementary or secondary school within the local education agency.

Pursuant to this Act, the Department of Education adopts this operational **definition**:

"Persistently dangerous public elementary school or secondary school":

In the context of the No Child Left Behind Act of 2001 (ESEA), an Idaho public elementary or secondary school is considered to be persistently dangerous if it must meet the following criteria:

In each of three consecutive years, the school exceeds an **expulsion rate** of:

1% of the student body or

5 students, whichever number is greater, for violent criminal offenses or for violations of federal or state gun free schools requirements on school property or at school sponsored events while school is in session.

For the purpose of this definition, a "violent criminal offense" is defined as conduct which could be charged as a felony or misdemeanor involving the threat of or actual physical injury, a sexual offense, homicide, rape, robbery, aggravated assault, or aggravated battery.

# **IDAHO UNSAFE SCHOOL CHOICE POLICY**

## **I. Identification of Persistently Dangerous Schools**

SDE is responsible for identification of persistently dangerous schools using the objective criteria contained within the definition. The U.S. Department of Education requires annual accounting from SDE regarding the number of schools determined to have met the state's definition of persistently dangerous (individual schools are not identified). Data collection for this purpose will be through the Safe and Drug-Free Schools Incident Tracking Report, submitted to SDE by schools each year in June.

Any school meeting the criteria for three consecutive years must submit a corrective action plan for approval. Upon completion of a planned corrective action, the LEA must apply to SDE to have the school removed from the list of persistently dangerous schools. SDE will use the criteria contained in the definition of persistently dangerous schools to determine whether the school should be removed from the list.

## **II. Providing a Safe Public School Choice Option**

A local education agency (LEA) identified as a persistently dangerous school must:

- 1) Notify parents of each student attending the school the state has identified as persistently dangerous. Notification to parents should be within ten school days from the time the LEA is notified by SDE that the school has been identified;
- 2) Offer all students the opportunity to transfer to a safe public school within the LEA. The offer to transfer students should occur within twenty school days from the time that the LEA is notified by SDE that the school has been identified as persistently dangerous. If there is not another school in the LEA, the LEA is encouraged, but not required, to explore other options, such as an agreement with a neighboring LEA to accept transfer students;
- 3) Complete the transfer for those students who accept the offer. Transfer of students should occur within 30 school days following parental notification.

Parental notification regarding the status of the school and the offer to transfer students may be made simultaneously.

In the case of transfers:

- 1) LEAs should allow students to transfer to a school that is making adequate yearly progress and is not identified as being in need of school improvement, corrective action, or restructuring.

- 2) Transfers may be temporary or permanent, but must be in effect as long as the original school is identified as persistently dangerous.
- 3) When there is not another school in the LEA for the transferring student(s), LEAs are encouraged, but not required, to explore other options, such as an agreement with a neighboring LEA to accept the students(s). (Idaho Code 33-1402 and 33-1404 Enrollment Options)

### **III. School Intervention Action Plan**

Any school meeting the criteria a second consecutive year will be required to identify the problems and implement an intervention action plan to ensure a safe school environment for students, faculty, and other staff. The intervention action plan shall be based on an analysis of the problems faced by the school and address the issues that resulted in the school being identified as persistently dangerous. Some examples of intervention action include but are not limited to, hiring additional personnel to supervise students in common areas, increased instructional activities in areas such as conflict resolution, working with law enforcement officials to identify and eliminate gang-related activities, in-service training of teachers and administrators concerning consistent enforcement of school discipline policies, and limiting access to campuses. The intervention action plan must be submitted to the SEA for approval within 30 school days of reaching the criteria in the second consecutive year. The SEA may provide technical assistance as the plan is implemented if requested by the school. The SDE will monitor the LEA's intervention action plan throughout the process.

### **IV. Safe School Option for Victim(s)**

LEAs must provide safe school options to a student who has been a victim of a violent criminal offense while in or on the grounds of a public school in session that the student attends:

- 1) The LEA should, within ten school days, offer an opportunity to transfer to a safe public school within the LEA;
- 2) When another school is not available within the LEA, it is encouraged, but not required, that the LEA seek other appropriate options such as an agreement with a neighboring LEA to accept the student. (Idaho code 33-1402 and 33-1404 Enrollment Options)

LEAs are also encouraged to work with the local victim assistance programs to determine if they have services or funds available to help students in these circumstances. LEAs should contact their local county attorney's office to locate such programs in their area.

## Appendix A

### DEFINITIONS

The definitions of most violent offenses, such as homicide and rape, are commonly understood and do not need further clarification. Other terms, such as aggravated assault, aggravated battery, and robbery, are subject to individual state definitions and may be misapplied by those not familiar with their legal definitions. Therefore, for purposes of the Unsafe School Choice Options program, the following definitions taken from Idaho Code shall apply:

**Aggravated Assault.** An aggravated assault is an assault with a deadly weapon or instrument, without the intent to kill, or an assault by any means or force likely to produce great bodily harm.

Ref.: Idaho Code § 18-905

**Aggravated Battery.** An aggravated battery is a battery in which a person:

- (a) causes great bodily harm, permanent disability or permanent disfigurement; or
- (b) uses a deadly weapon or instrument; or
- (c) uses any vitriol, corrosive acid, or a caustic chemical of any nature; or
- (d) uses any poison or other noxious or destructive substance or liquid; or
- (e) upon the person of a pregnant female, causes great bodily harm, permanent disability or permanent disfigurement to an embryo or fetus.

Ref.: Idaho Code § 18-907

**Robbery.** Robbery is the felonious taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear.

Ref.: Idaho Code § 18-6501

*Note: Robbery differs from theft because of the physical presence of the victim and the force or fear component involved in the perpetrator taking the property from the victim against his will.*

## **A.2. SUBJECT:**

### **Highly Qualified Teachers**

## **BACKGROUND:**

The No Child Left Behind (NCLB) Act requires new teachers to be “highly qualified.” The Act also requires existing teachers to be highly qualified. The law lists several criteria that can be used to determine if a teacher is highly qualified, including:

- teaching in a subject for which they hold a major;
- holding an advanced degree in a subject area;
- earning an advanced certificate in a subject area;
- passing a rigorous state subject area test, such as PRAXIS II; or
- states may develop a highly objective, uniform State evaluation.

## **DISCUSSION:**

A procedure has been developed, based on criteria in The No Child Left Behind Act, that provides seven criteria that may be used to determine a “highly qualified” existing teacher and that meets the requirement of being a highly objective and uniform state evaluation, the last of the five items above. **Attachment 1** denotes specific policy that addresses each of the seven criteria to ensure that existing teachers in Idaho are determined to be highly qualified using a highly objective and uniform state evaluation system. This approach is part of the implementation criteria for determining existing and new highly qualified teachers as found in **Attachment 2**.

## **RECOMMENDATION:**

It is recommended that the State Board of Education approve the seven criteria defined in **Attachment 1**, as policy for a highly objective and uniform state evaluation system for determining highly qualified existing teachers in Idaho and that the State Board of Education receive an explanation of the implementation approach given in **Attachment 2** for all of Idaho’s teachers to be highly qualified.



**BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request by the State Department of Education to adopt as policy the seven criteria for determining highly qualified existing teachers as submitted and found in **Attachment 1**. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

**ATTACHMENTS:**

1. Policy For Highly Qualified Existing Teachers
2. Implementation of Criteria for Highly Qualified Teachers

# Attachment 1

## HIGHLY QUALIFIED EXISTING TEACHERS

It is the policy of the state of Idaho that existing teachers may demonstrate competence and be considered highly qualified by meeting a highly objective uniform state evaluation that -

**1. is set by the state for both grade appropriate, academic subject matter knowledge and teaching skills:**

- a. Separate certificates are issued that are specific to age/grade level and subject content.
  - 1. Standard Elementary K-8
  - 2. Standard Secondary 6-12
  - 3. Standard Exceptional Child K-12
  - 4. Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3)
  - 5. Professional-Technical Education 6-12
- b. Content area standards are based on student age/grade level.
  - 1. General core knowledge, including elementary curriculum, is required for K-8 teachers; and,
  - 2. Specific content area knowledge is required for 6-12 teachers.
- c. Teaching skills are focused on the specific age/grade group included in the certificate held. For example:
  - 1. Elementary methods classes are required for K-8 certification.
  - 2. Secondary content methods classes are required for 6-12 certification.
  - 3. Developmental reading classes are required for elementary certification and special education.
  - 4. Teaching reading in the content area is required for secondary certification and special education.
  - 5. All teachers are required to pass a State Board-approved technology assessment.

**2. is aligned with challenging state academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators:**

- a. Teacher standards are maintained and reviewed on a regular cycle by the Professional Standards Commission. The Commission is made up of representation from the various constituency groups as found in Idaho Code § 33-1252.
- b. The Idaho State Board of Education formed a committee from various stakeholder groups to develop P-12 student academic standards. Idaho's MOST (Maximizing Opportunities for Students and Teachers), a State Board initiative, facilitated task groups of over 250 stakeholders in the development of performance-based teacher standards in 38 plus endorsement areas. To ensure that new teachers are prepared to teach the core knowledge listed in the P-12 student achievement standards, the MOST task groups aligned the teacher standards with the student achievement standards. The state's teacher preparation programs are required to align their preparation programs with the teacher standards and to show evidence that their teacher education candidates meet the standards.

- 3. provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches:**
  - a. The Idaho standards for attaining a teaching certificate are the basis for determining an individual's level of content knowledge in a given academic subject area.
  - b. Existing teachers are required to successfully complete a minimum of 20 semester credit hours in any content area posted on their certificate.
  - c. Colleges/universities have long recognized that 20 semester credit hours meet the minimum amount of coursework needed to reflect a student's ability to understand a given content area.
- 4. is applied uniformly to all teachers in the same academic subject and the same grade level throughout the state:**
  - a. All teachers must complete a state-approved teacher preparation program.
  - b. The issuance of an Idaho teaching certificate is based on the standards as approved by the Idaho State Board of Education. These standards are published in the Idaho Certification Manual. All certificated personnel teaching in a particular grade level or a particular subject area must meet the same standards.
  - c. All teachers applying for initial certification must receive an institutional recommendation.
- 5. takes into consideration, but is not based primarily on, the time the teacher has been teaching in the academic subject:**
  - a. Idaho's standards historically have been based on content area and pedagogy preparation. Time spent at a particular job is not a criteria used for the granting of an Idaho certificate.
- 6. is made available to the public upon request:**
  - a. The fact that a person holds a valid Idaho teaching certificate, and the endorsements held thereon, are matters of public information.
- 7. may involve multiple, objective measures of teacher competency:**
  - a. A person must have obtained a bachelor's degree prior to application for certification.
  - b. All teachers must meet the academic standards to hold the specific endorsement(s) listed on the certificate.
  - c. All teachers must complete and pass six semester credit hours of college/university coursework every five years in order to maintain the certificate.
  - d. In-service activities may be used for half of the credit hours to renew a certificate as long as they are conducted in conjunction with a school district's professional development plan.

## **Attachment 2**

### **Implementation Criteria For Highly Qualified Existing And New Teachers**

The objective of the Idaho State Department of Education is to have all teachers in the core academic subject areas highly qualified by the end of the 2005-2006 school year. States and schools must implement a plan to decrease the number of teachers not highly qualified, and schools must notify parents of children who have teachers that have not met the highly qualified standard.

Idaho's definition to be submitted to the U.S. Department of Education to be used to determine if an existing teacher is highly qualified under the No Child Left Behind (NCLB) Act is described in item one (1) below.

The definition to be submitted for new teachers to meet the criteria of highly qualified is described in items two (2) through nine (9).

1. Teachers who are currently teaching in Idaho public schools on an endorsement listed on a valid teacher certificate issued by the State of Idaho are considered highly qualified and have met the requirements of the No Child Left Behind Act.
2. A new teacher seeking an Idaho license to teach in a core academic subject area must meet the definition of a NCLB Highly Qualified Teacher. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
3. All teachers must have a bachelor's degree.
4. New teachers must complete an approved teacher preparation program.
5. New elementary teachers must pass a rigorous state test in elementary curriculum and a rigorous state test of pedagogy.
6. New middle school or secondary academic core teachers must meet one of the following:
  - a. Earn a major in the subject area they are to teach,
  - b. Earn credits equal to a major in the subject area,
  - c. Earn an advanced degree in the subject area,
  - d. Earn an advanced certificate in the subject area, or
  - e. Pass a rigorous state subject area test.
7. New Special Education teachers must pass a test in Special Education.
8. New teachers seeking a certificate in Blended Early Childhood/Early Childhood Special Education must pass a test in elementary curriculum and a test in Early Childhood Special Education.

9. Under the highly qualified teacher definition in NCLB, no certificate or license in the core academic subjects will be issued on an emergency, temporary, or provisional basis.

The State Board of Education's MOST (Maximizing Opportunities for Students and Teachers) project developed, and the SBOE approved, standards and certification requirements for newly certified or licensed teachers. MOST is reviewing proposed changes in teacher licensure, including tiered licensing, a middle level teaching endorsement, and new alternative routes to teacher licensure. A final proposal is expected to be presented to the State Board of Education and then to the Idaho Legislature in 2004.

### **A.3. SUBJECT:**

#### **Paraprofessional Professional Development**

### **BACKGROUND:**

One of the most controversial aspects of the No Child Left Behind (NCLB) Act of 2001 is within the requirements of Title I, Part A, Section 1119, “Qualifications of Teachers and Paraprofessionals”, particularly the requirements for the paraprofessionals.

As of January 8, 2002, new paraprofessionals working in instructional roles paid in full or in part by Title I, Migrant, LEP or Title III funds, must prove they have met the training requirements by having earned 32 core academic credits (based on the SBOE policy that 8 credits = full time status), or have an academic AA degree, or they must pass a rigorous state test that is aligned with state paraprofessional competency standards. Existing paraprofessionals as of January 8, 2002 have four years in which to meet these criteria.

### **DISCUSSION:**

#### **Training:**

All school districts are required under NCLB and the Individuals with Disabilities Education Act (IDEA) to provide professional development training for their paraprofessionals. Some districts are encouraging their paraprofessionals to seek training from newly created programs in some Idaho colleges. The State Department of Education has received a federal grant to strengthen paraprofessional training statewide through instructors at colleges and universities. The training will focus on 15 content area professional development modules aligned with paraprofessional competency standards. Paraprofessionals in local school districts will have access to high quality training from the state’s institutions of higher education. The State Department of Education has begun a cooperative effort with receptive colleges and universities to be able to set implementation in motion by the fall of 2003.

**Testing:**

Idaho has piloted and adopted the Education Testing Service (*ETS Parapro Assessment*). Potential new hires in the NCLB programs named above must pass the state test before they may be hired unless they have met the training requirements. The requirements for training or testing apply to all paraprofessionals working in a Title I Schoolwide Program. Many districts are requiring all employed paraprofessionals in their district who have not met the training requirements to take the test due to the likelihood that Congress will call for the same requirements in the soon-to-be-reauthorized IDEA.

Over 400 Idaho paraprofessionals from around the state volunteered to take a pilot test in September 2002 with no study preparation. The *ETS Parapro Assessment* is a 90-question, multiple-choice test of reading, writing, math and classroom application skills designed for the entry-level paraprofessional. Thirty-two states participated in the pilot test and many are using it as part of their overall plan to meet the NCLB requirements.

In November 2002, a panel of 45 teachers and paraprofessionals selected from Idaho, Nevada and Utah who did not take the pilot test attended an ETS standard setting session where they were trained on how to assess the difficulty of the *ETS Parapro Assessment*, and then determine the cut score for each state. The Idaho State Department of Education Content Specialists compared this score to the scores on the pilot test and agreed on a passing score of 460. We had a passing rate of 87% on the pilot test. Several versions of the confidential test are now available on-line and accessible only through the district program directors and ETS.

The Idaho State Department of Education has drafted proposed policy language (Attachment 1) to guide the training and testing of paraprofessionals in Idaho school districts, and a plan has been created to implement the policy (Attachment 2) to be in compliance with NCLB definitions of paraprofessionals (Attachment 3).

**RECOMMENDATIONS:**

It is recommended that the Idaho State Board of Education approve the Paraprofessional Professional Development Policy to be implemented by the Idaho State Department of Education.

**BOARD ACTION:**

It was carried to approve/disapprove/table the proposed policy for paraprofessional professional development submitted by the State Department of Education as described in Attachment 1. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

**ATTACHMENTS:**

1. Paraprofessional Professional Development Policy
2. Paraprofessional Professional Development Plan [Information Item]
3. NCLB Definitions of a Paraprofessional [Information Item]



## **Attachment 1**

### **Paraprofessional Professional Development Policy**

#### **Meeting the Conditions of the Following Federal Requirements**

##### **No Child Left Behind Act**

##### **Section 1119: Qualifications for Paraprofessionals**

1. School districts must use 5 to 10 percent of their Title I-A allocations to ensure all teachers are highly qualified by the end of the 2005-2006 school year.
  - a. Title I-A funds used for professional development activities may be combined with funds from other programs (such as Title II, Title III or state funds), and
  - b. Title I-A funds may be used for training paraprofessionals.
2. Paraprofessionals hired after the date of enactment (January 8, 2002), and working in programs supported with the following funds: Title I-A, Title I-C Migrant, Title III, and LEP, must have graduated from high school, and:
  - a. must have completed 2 years of study from an institution of higher education, defined as:
    - i. 32 academic semester credits. See Idaho State Board of Education Governing Policies and Procedures, Section III., Subsection P., Item 7; calculated as: 8 credits per semester = full time; 4 semesters = 2 years of study.
    - ii. Verified by official college transcript; **or**
  - b. obtained an academic associate's or higher degree (in any academic area)
    - i. Verified by official college transcript; **or**
  - c. met a rigorous standard of quality that can be demonstrated on a formal state assessment of basic academic skills readiness and knowledge, and local job performance evaluations of the ability to assist in classroom instruction.
    - i. Knowledge of reading, writing and mathematics is assessed by the Paraprofessional Assessment, provided by Educational Testing Service. The ability to assist in instruction is assessed at the school level using the Idaho State Department of Education Paraprofessional Standards and Rubrics for job performance evaluation of all paraprofessionals (including those employed in special education).
    - ii. Knowledge of, and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness is assessed the same as given in subpart "i" above.
3. Existing paraprofessionals employed as of January 8, 2002 must meet the requirements given in 2 above, within 4 years after the date of enactment.
4. Exceptions to paraprofessional qualification requirements are made for those whose duties exclusively involve:
  - a. translation for second language learners participating in programs.
  - b. conducting parental involvement activities.
  - c. non-instructional duties.

5. Specific permitted duties for paraprofessionals working in programs listed in 2, above, are the following:
  - a. provides one-on-one tutoring for eligible students during non-instructional time by a teacher.
  - b. assists with classroom management and organizing materials.
  - c. provides assistance in a computer lab or media center.
  - d. conducts parental involvement activities.
  - e. acts as a translator.
  - f. provides instructional services **only** under the direct supervision of a certified teacher.
    - i. Teacher plans instruction and evaluates student achievement
    - ii. Paraprofessional works in close and frequent proximity to teacher in the educational setting.
  - g. assumes limited non-program related or supported duties that are assigned to similar personnel for a similar proportion of total work time.
6. Professional development of those involved in programs given in 2 above must be provided for **all** instructional staff and must include the following components:
  - a. sustained, intensive, classroom-focused activities.
  - b. instructional strategies taught must be derived from scientifically based research and aligned with state standards.
  - c. activities must be regularly evaluated for effectiveness and revised.
  - d. may include career ladder development for paraprofessionals (or other training programs.)
7. Principals must attest annually in writing that schools are in compliance with all teacher and paraprofessional requirements. The State Department of Education will check records to determine requirements are met during program reviews or site visits.

## Attachment 2

### Paraprofessional Professional Development Plan

On January 8, 2002, President Bush signed the *No Child Left Behind Act of 2001 (NCLB)* to reauthorize the *Elementary and Secondary Education Act of 1994*. Unlike many other components of the law, which allow a designated phase-in period, the requirements for paraprofessionals went into effect immediately. The intent of the more rigorous paraprofessional requirements is based on the concern for the achievement of the most at-risk students who are often being taught by the least qualified personnel. Because Idaho school districts employ over 5,000 paraeducators, these requirements create a major hiring issue. The Idaho State Department of Education provided immediate guidance to create a consistent statewide approach for Idaho school districts by the start of school in the Fall 2002.

Prior to the implementation of this new law, Idaho State Department of Education specialists from Special Education, Title I, Migrant and Limited English Proficient programs created and implemented Paraprofessional Standards. Specialists also provided training to supervising teachers and paraprofessionals for the purpose of on-the-job training and evaluation of paraprofessionals under the *Individuals with Disabilities in Education Act of 1997 (IDEA)* and *Improving America's Schools Act of 1994 (IASA)*.

In 2002, with the assistance of educators in the field, the Idaho State Department of Education jointly developed a statewide guide entitled *Implementing the Idaho Paraprofessional Standards*. It contains the Idaho Paraprofessional Standards, Competencies and Rubrics for the performance evaluation of paraprofessionals.

The Idaho State Department of Education partnered with Educational Testing Service to pilot the *ETS Parapro Assessment*. ETS is the developer of the Praxis Series of teacher tests, of which Idaho is also implementing PRAXIS II. Over 400 Idaho paraprofessionals from around the state volunteered to take the pilot test in September with no special preparation.

In November 2002, a panel of 45 teachers and paraprofessionals selected from Idaho, Nevada and Utah, who did not participate in the pilot test, attended an ETS standard setting session where they were trained on how to assess the difficulty of the *ETS Parapro Assessment*. After the training they determine the qualifying score for each state. Content Specialists of the Idaho State Department of Education compared the recommended score, resulting from the standard setting session, to the scores earned on the earlier pilot test and agreed on a passing score of 460.

The Idaho Department of Education will ensure that all paraprofessionals working in instructional roles in Idaho public schools on and after the date of enactment of NCLB who are paid in full or in part by Title I, Migrant, LEP or Title III funds, will either provide evidence they have earned 32 core academic credits (based on the State Board of Education policy that 8 semester credits is equivalent to full time status), earned an academic AA degree, or have passed the *ETS Parapro Assessment* by 2006. All potential new hires in these programs who do not possess the training requirement must pass the test before they may be employed. The requirements apply to *all* paraprofessionals working in a Title I Schoolwide Program.

All school districts are required by NCLB, IDEA and by Idaho's state plan to provide professional development training for the paraprofessionals whom they employ. Some districts are encouraging paraprofessionals to seek training from newly created college programs. The Idaho State Department of Education supports the efforts underway by Idaho's institutions of higher education to train paraprofessionals and to enable them to earn an academic Associate degree. In addition, we have received a grant to develop a statewide Paraprofessional Training Center with the purpose of training educators to provide 15 content area professional development modules for paraprofessionals in local school districts. The intent is to make this a cooperative effort with the assistance of our colleges and universities, and to have begun the process of implementation by the fall of 2003.

## Attachment 3

### NCLB Definitions of a Paraprofessional

#### **Title I** (Improving the Academic Achievement of the Disadvantaged)

Under Title I, Part A, a paraprofessional is an employee who provides instructional support in an educational program supported with Title I, Part A funds.

This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher [Title I, section 1119(g)(2)].

A paraprofessional may not provide instructional services to a student unless the paraprofessional is working under the direct supervision of a highly qualified teacher, and may assume limited duties that are assigned to similar personnel who are not working in a program supported with federal funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school [Title I, section 1119(g)(3)].

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

*Title I paraprofessionals whose duties include instructional support and who were hired after January 8, 2002, must have (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) [Title I, section 1119(c) and (d)].*

*Paraprofessionals hired on or before January 8, 2002 and working in a program supported with Title I funds must meet these requirements by January 8, 2006 [Title I, section 1119(d)].*

*A paraprofessional who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in the programs under this part by acting as a translator; or whose duties consist solely of conducting parental involvement activities consistent with section 1118 is excepted from meeting the requirements of subsections (c) and (d). [Title I, section 1119(e)].*

All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. This includes paraprofessionals who serve as translators or who conduct parental involvement activities [*Title I, section 1119(f)*].

If a school district does not receive Title I funds, the requirements do not apply. Similarly, if a school district receives Title I funds, but a particular school does not receive Title I funds, the requirements do not apply to paraprofessionals working in that school.

The requirements apply to all paraprofessionals with instructional duties in a schoolwide program, without regard to whether the position is funded with Federal, State, or local funds. In a schoolwide program, Title I funds support all teachers and paraprofessionals.

**Title II** (Preparing, Training and Recruiting High Quality Teachers)

A highly qualified paraprofessional is one who has not less than 2 years of experience in a classroom; **and** post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers [*Title II, Part A, section 2102(4)*].

#### **A.4. SUBJECT:**

##### **Idaho Adequate Yearly Progress Formulas**

#### **BACKGROUND:**

The No Child Left Behind Act (NCLB) of 2001 is the latest reauthorization of the federal Elementary and Secondary Education Act of 1965. It raises the accountability of educators to increase the academic achievement of students at all levels of public education.

Adequate Yearly Progress (AYP) is a key component of NCLB. AYP is a strategy to hold each school accountable for the achievement of all students in reading, language, and math at the proficient level or above by the end of the 2013-2014 school year. AYP is to be determined for each state, district, and school for the total student body as well as for specific subpopulations at each level or education. NCLB, 2001 §1111(b)(2)(C)(v).

#### **DISCUSSION:**

It is proposed that Idaho's AYP policy will consist of four factors. Each school must meet AYP goals on three of the four factors, depending on the grade levels in the school. Failing to meet AYP goals for any one of the three required factors for two consecutive years will place the school into a school improvement program:

- 1. Assessment participation rate (all schools).** Federal law requires that at least 95% of the students in each school and each subpopulation within each school be tested in reading, language and math.
- 2. Academic performance (all schools).** The proportion of students scoring at or above the proficient level on statewide tests in reading, language, and math will estimate academic performance. During the baseline year (2001-2002) academic performance was estimated by the ITBS/TAP. For all subsequent years, AYP will be calculated using results from the Idaho Standards Achievement Tests (ISAT).
- 3. Graduation rate (diploma-granting high schools only).** The proportion of students successfully completing high school, not counting high school equivalencies, e.g., GED.

- 4. Attendance rate (elementary, middle, and junior high schools only).**  
The average proportion of enrolled students attending school on a daily basis.

In addition, NCLB requires each state to set a minimum number (n) of students required for data disaggregation that will provide statistical reliability. Additionally, NCLB requires each state to protect student privacy by setting a minimum number (n) of students required for public reporting. In Idaho, minimum n is set at  $n = 34$  for statistical analysis and  $n = 10$  for public reporting. Therefore, data from districts, schools, and subpopulations with an n of less than 34 will not be analyzed statistically. No data from districts, schools, and subpopulations with an n of less than 10 will be reported publicly.

The Idaho AYP formulas will provide clear indicators upon which to base decisions about the faculty, administration, and curriculum at each school. The formulas are not intended to shield any school or group from the requirements of AYP. The Idaho AYP Formulas, when taken together, are one indicator among several that will combine to reveal the strengths and weaknesses of each school.

### **RECOMMENDATION:**

It is recommended by the Idaho State Department of Education that the State Board of Education adopt as policy the Idaho AYP Formulas and minimum numbers of students for statistical analysis and public reporting described in Attachment 1, Formulas for AYP.

### **BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request by the State Department of Education to adopt as policy the Idaho AYP Formulas and minimum numbers of students for statistical analysis and public reporting as submitted in **Attachment 1**. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

### **ATTACHMENTS:**

1. Formulas for AYP
2. The Adequate Yearly Progress Formulas [An In-Depth Explanation]



## Formulas for AYP

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### Minimum n for Statistical Analysis and Reporting

*Minimum n for statistical analysis (NCLB §1111(b)(2)(C)(ii))*

Minimum of 34 students in a group for statistical analysis (see table below)

$\alpha = .05$	Accuracy of the test
$\beta = .80$	Power of the test
$d = .50\sigma$	Precision of the test
$n = 34$	Minimum number required

*Minimum n for public (NCLB §1111(i) and FERPA)*

Minimum of 10 students in a group for public reporting

---

### Assessment Participation Rate

*95% participation rule (NCLB §1111(b)(2)(I)(ii))*

$$\frac{T}{E} \geq .95$$

where

T = number of students tested.

E = number of enrolled students in the grades tested as reported for the March ADA reporting period.

*Participation requirement for  $n < 34$*

Permitted				Permitted			
n	Absences	n Tested	% Tested	n	Absences	n Tested	% Tested
33	2	31	94%	16	2	14	88%
32	2	30	94%	15	2	13	87%
31	2	29	94%	14	2	12	86%
30	2	28	93%	13	2	11	85%
29	2	27	93%	12	1	11	92%
28	2	26	93%	11	1	10	91%
27	2	25	93%	10	1	9	90%
26	2	24	92%	9	1	8	89%
25	2	23	92%	8	1	7	88%
24	2	22	92%	7	1	6	86%
23	2	21	91%	6	0	6	100%
22	2	20	91%	5	0	5	100%
21	2	19	90%	4	0	4	100%
20	2	18	90%	3	0	3	100%
19	2	17	89%	2	0	2	100%
18	2	16	89%	1	0	1	100%
17	2	15	88%	0			

## Academic Performance

*Academic performance calculation (NCLB §1111(b)(2)(C))*

$$P = \frac{\Psi}{C}$$

where

P = academic performance on state achievement tests.

Ψ = number of students in the grades tested that are continuously enrolled in the same school from the November ADA reporting period through the end of the Spring ISAT testing period scoring at the proficient level or above.

C = number of students in the grades tested that are continuously enrolled in the same school from the November ADA reporting period through the end of the Spring ISAT testing period.

*Uniform averaging procedure (NCLB §1111(b)(2)(J)(i))*

In calculating AYP, choose ***the greatest of*** (a) the three-year rolling average for  $\hat{P}$  **OR** (b) the current-year calculation.

$$\hat{P} = \frac{P_t + P_{t-1} + P_{t-2}}{3}$$

where

$\hat{P}$  = three-year rolling average of student academic performance on the state achievement test.

$P_t$  = student academic performance on state achievement tests at year  $t$ .

$P_{t-1}$  = student academic performance on state achievement tests at year  $t-1$ .

$P_{t-2}$  = student academic performance on state achievement tests at year  $t-2$ .

### Graduation Rate for High Schools (NCLB §1111(b)(2)(C)(vi))

*NCES high school graduation/completion formula*

$$c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^9}$$

where

$c_{st}^{long}$  = four-year completion rate for state  $s$  at year  $t$ .

$g_{st}$  = number of high school completers for state  $s$  at year  $t$ .

$d_{st}^{12}$  = number of grade 12 dropouts for state  $s$  at year  $t$ .

$d_{s(t-1)}^{11}$  = number of grade 11 dropouts for state  $s$  at year  $t-1$ .

$d_{s(t-2)}^{10}$  = number of grade 10 dropouts for state  $s$  at year  $t-2$ .

$d_{s(t-3)}^9$  = number of grade 9 dropouts for state  $s$  at year  $t-3$ .

### Attendance Rate for Grades 3–8 (NCLB §1111(b)(2)(C)(vii))

*Attendance rate formula*

$$\varphi = \frac{M}{F}$$

where

$\phi$  = full-term attendance rate.  
 M = average (mean) full-term daily attendance  
 F = full-time equivalent enrollment

### *Numerator*

Average Daily Attendance (§33-1001(2), Idaho Code)

$$M = \frac{\varepsilon}{S}$$

where

M = Average (mean) full-term daily attendance  
 $\varepsilon$  = aggregate number of days enrolled students are present.  
 S = total number of days of school during the full-term school year.

### *Denominator*

Full-time Equivalent Enrollment (FTE)

$$F = I + 1.00(A_1 - W_1) + 0.67(A_2 - W_2) + 0.33(A_3 - W_3)$$

where

F = Full-time equivalent enrollment  
 I = initial student count (number of students enrolled on count day at the beginning of the school year).  
 A = number of students added to enrollment during each ADA reporting period (November, March, and the end of the school year).  
 W = number of students withdrawing from enrollment during each ADA reporting period (November, March, and the end of the school year).

The Idaho Adequate Yearly Progress Formulas

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Idaho State Department of Education

April 2003

### **Abstract**

The Idaho Adequate Yearly Progress Formulas are intended to meet the requirements of the No Child Left Behind Act of 2001. The formulas provide a means to evaluate the progress of schools and include those factors required by law as well as factors suggested by the U.S. Department of Education and Idaho State Code. This document includes a discussion of the No Child Left Behind Act of 2001 and establishes the procedures required to determine the proportion of students who achieve the proficient level or above as well as other requirements for Adequate Yearly Progress. It also contains a discussion of the minimum number of students required for statistical analysis and public reporting. The construction of the formulas as well as examples using the data from two Idaho schools is examined.

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## Executive Summary

President George W. Bush signed the No Child Left Behind Act of 2001 (NCLB) into law on January 8, 2002. This law is the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) and raises the accountability of educators to increase the academic achievement of students at all levels of public education.

Adequate Yearly Progress (AYP) is the key component of NCLB. AYP is a plan to hold each school accountable for the achievement of all students at the proficient level or above by the end of the 2013-2014 school year. AYP is to be determined for each state, district, and school for the total student body as well as for specific subpopulations at each level of education (No Child Left Behind, 2002, §1111(b)(2)(C)(v)).

In Idaho, AYP is determined using four factors. Each school must meet AYP goals on three of the four factors, depending on the grade levels in the school. Failing to meet AYP goals for any one of the three required factors for two consecutive years will place the school into a school improvement program:

- 1. Assessment participation rate (all schools).** Federal law requires that 95% of students in each school and each subpopulation within each school be tested.
- 2. Academic performance (all schools).** The proportion of students scoring at or above the proficient level on statewide tests in reading, language, and math. During the baseline year (2001-2002) this was the ITBS/TAP. For all subsequent years, AYP will be calculated using results from the Idaho Standards Achievement Tests (ISAT).
- 3. Graduation rate (diploma-granting high schools only).** The proportion of students successfully completing high school, not counting high school equivalencies (e.g. GED).



- 4. Attendance rate (elementary, middle, and junior high schools only).** The average proportion of enrolled students attending school on a daily basis.

NCLB requires each state to set a minimum number (n) of students required for data disaggregation that will provide statistical reliability. Additionally, NCLB requires each state to protect student privacy by setting a minimum number (n) of students required for public reporting. In Idaho, minimum n is set at  $n = 34$  for statistical analysis and  $n = 10$  for public reporting. Therefore, data from districts, schools, and subpopulations with  $n < 34$  will not be analyzed statistically. No data from districts, schools, and subpopulations with  $n < 10$  will be reported publicly.

The Idaho AYP formulas are intended to provide clear indicators upon which to base decisions about the faculty, administration, and curriculum at each school. The formulas are *not* intended to shield any school or group from the requirements of AYP. Rather, the Idaho AYP Formulas, when taken together, are one indicator among many that will combine to reveal the strengths and weaknesses of each school.

## The Idaho Adequate Yearly Progress Formulas

### Introduction

The No Child Left Behind Act of 2001 (NCLB) became effective January 8, 2002. This law is the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) and is intended to focus on the academic achievement of students through accountability at all levels of public education.

Adequate Yearly Progress (AYP) is a key requirement of NCLB. AYP is a plan to hold each school accountable for the achievement of all students at the proficient level or above by the end of the 2013-2014 school year. AYP is to be determined for each school for the total student body as well as these subpopulations (No Child Left Behind, 2002, §1111(b)(2)(C)(v)):

For purposes of state assessments	For purposes of AYP under NCLB
<ul style="list-style-type: none"> <li>• All Students</li> <li>• Race/ethnicity</li> <li>• Socio-economic status</li> <li>• Students with disabilities</li> <li>• Limited English Proficient (LEP)</li> <li>• Gender</li> <li>• Migrant</li> </ul>	<ul style="list-style-type: none"> <li>• All Students</li> <li>• Race/ethnicity</li> <li>• Social-economic status</li> <li>• Students with disabilities</li> <li>• Limited English Proficient (LEP)</li> </ul>

Table 1. NCLB Subpopulation Requirements

Approximately 12,000 (5%) of Idaho's student population are in migrant programs.

Because of the impact of this population on education in Idaho, this population is also to be included in the determination of AYP as per Federal NCLB statutory authority (No Child Left Behind, 2002, §1111(b)(2)(C)(i) and §1111(b)(3)(C)(xi)).

There are four achievement levels in AYP (Idaho State Board of Education, 2003a).

These levels are

1. **Below Basic** – The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation.
  - The student has critical deficiencies of relevant knowledge of topic and/or misconceptions about some information.
  - The student cannot complete any skill set without significant assistance and coaching.
2. **Basic** – The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills related to his/her educational level. Requires remediation and assistance to complete tasks without significant errors.
  - The student has an incomplete knowledge of the topic and/or misconceptions about some information.
  - The student requires assistance and coaching to complete tasks without errors.
3. **Proficient** – The student demonstrates mastery of knowledge and skills that allow them to function independently on all major concepts and skills related to their educational level.
  - The student demonstrates a comprehensive understanding of all information relevant to the topic, at level.
  - The student can perform skills or processes independently without any significant errors.

4. **Advanced Proficient** – The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above their current educational level.

- The student demonstrates a comprehensive understanding of all relevant information relevant to the topic at level.
- The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level.
- The student can perform skills or processes independently without any significant errors.

NCLB requires that all students achieve proficiency or above in reading and mathematics, and for Idaho, language, within 12 years of enactment. Schools, districts, and the State are to implement programs and procedures that will help students that are *not* reaching proficiency improve academic achievement to the proficient level or above within this time frame. To ensure that all students achieve proficiency or above, AYP requires an average of 1/12 of the non-proficient students improve to proficiency every year for 12 years. Schools that do not meet AYP requirements for two consecutive years are placed in improvement programs. Specific sanctions are placed on schools that do not meet AYP requirements for five consecutive years (No Child Left Behind, 2002, §1116(b)(1)(A), §1116(b)(7), and §1116(b)(8)).

Achievement levels are based upon student scores on Idaho's statewide tests. During the baseline year, 2001-2002, scores are taken from the Iowa Test of Basic Skills/Test of Academic Proficiency (ITBS/TAP). For all subsequent years of NCLB, 2002-2003 through 2013-2014, scores will be taken from the Spring on-grade-level section of the ISAT.

**Minimum Number of Students for Statistical Analysis and Reporting*****Statistical Analysis***

NCLB requires states to ensure that statistical analysis produces reliable and valid results (§1111(b)(2)(C)(ii)) and that measurement practice follows accepted professional testing and reporting standards (§1111(b)(3)(C)(xiv)). Accepted psychometric practice sets the parameters for statistical testing (see Hinkle, Wiersma, & Jurs, 1998). Three parameters are used to establish the size of minimum  $n$  below which statistical analysis will not be done:

- **Accuracy.** The accuracy, or alpha- ( $\alpha$ ) level, of a statistical test indicates the probability of *accepting a correct* judgment. A commonly accepted  $\alpha$ -level is 5%, or 5 chances out of 100 of making an error in judgment based on the outcome of the statistical analysis.
- **Power.** The power, or beta- ( $\beta$ ) level, on a statistical test indicates the probability of detecting real differences in the data. The common  $\beta$ -level is 80%, meaning that the probability of *rejecting an incorrect* judgment is 80 out of 100.

The third parameter is set by the State:

- **Precision.** The precision ( $d$ ) of the test, also known as effect size, indicates the range within which a difference in scores will not be detected. Precision is directly related to the  $\alpha$ - and  $\beta$ -levels, as well as the number of scores in the group. In Idaho, precision (effect size) has been set at  $d = .50$  standard deviations ( $.50\sigma$ ), meaning that scores must be at least one-half of a standard deviation apart before the difference will be detected.

A minimum of 34 discrete scores is required to set these three parameters at the levels indicated (Hinkle, Oliver, & Hinkle, 1985; Linn, Baker, & Herman, 2002). Therefore, no

disaggregated scores will be statistically analyzed for subgroups with less than 34 students.

Scores from  $n < 34$  subgroups, however, *will* be included in the school's aggregate statistical analyses and reports. Table 2 summarizes the parameters for setting the number of scores required for analysis and reporting at  $n = 34$ .

$\alpha = .05$	Accuracy of the test
$\beta = .80$	Power of the test
$d = .50\sigma$	Precision of the test
$n = 34$	Minimum number required

Table 2. Minimum n for Statistical Analysis and Reporting

### ***Reporting***

To protect student privacy, NCLB requires each state to set a number (n) of students below which, if there are fewer students in any subgroup, disaggregated data will not be reported publicly. To comply with NCLB and the Family Educational Records Privacy Act of 1974 (FERPA), no data from any Idaho public school district, school, or subpopulation with less than 10 students will be released to the public (No Child Left Behind, 2002, §1111(b)(2)(C)(v)(II); Family Educational Records Privacy Act, 1974).

### **Factors for Determining AYP**

Four factors are used to determine AYP. Each school and subpopulation within each school must meet three of the four, depending upon the grade levels included within that school: (1) assessment participation rate (all schools), (2) academic performance (all schools), (3) graduation rate (diploma-granting high schools only), and (4) attendance rate (elementary, middle, and junior high schools only). These factors have been included in the formulas to (a) provide a clear indicator of the performance of Idaho schools and their curriculum and (b) meet the legal requirements of NCLB and Idaho State Code.

***Factors for All Schools***

NCLB requires two factors for all schools:

- **Assessment participation rate.** NCLB requires that 95% of all students enrolled in the same school for the academic school year participate in the state assessment of academic performance. This includes a requirement for 95% of the students in each subpopulation participate (No Child Left Behind, 2002, §1111(b)(2)(I)(ii)). Idaho has many small schools and subpopulations upon which statistical analysis cannot yield reliable or valid results. For those schools and subpopulations with less than 34 students, a smaller percentage of students are required to participate, but never less than 85% of the students enrolled.
- **Academic performance.** Academic performance, as determined by a statewide on-grade-level test, is required to be included as a factor for calculating AYP at all grade levels (No Child Left Behind, 2002, §1111(b)(3)). Academic performance is determined by the proportion of students in each school and subpopulation who achieve at the proficient level or above.

***Factors Based on Grade Level***

In addition to these two required factors, one additional factor is required for each school, depending upon the grade levels of that school:

- **Graduation rate.** Graduation rate is the required additional factor for all diploma-granting high schools (No Child Left Behind, 2002, §1111(b)(2)(C)(vi)). Graduation rate is determined using the definition and formula provided by the National Center for Educational Statistics (NCES). This formula determines the proportion of students who graduate and receive a diploma or otherwise complete

high school, but excludes high school equivalency certificates (e.g. GED certificates).

- **Additional factor for elementary, middle, and junior high schools.** NCLB also requires an additional factor to be included for elementary, middle, and junior high schools. Selection of the additional factor is at the discretion of the individual states (No Child Left Behind, 2002, §1111(b)(2)(C)(vii)). However, the factors selected for inclusion in the AYP process may not be used to dilute the number of schools or subgroups in need of improvement or to change the schools reported as not meeting AYP requirements (No Child Left Behind, 2002, §1111(b)(2)(D)(ii)). In Idaho, the factor selected as the required additional factor for elementary, middle, and junior high schools is the school's attendance rate. Attendance rate is determined by the proportion of full-time equivalent (FTE) enrolled students that attend school daily (Idaho Code, 2002, §33-1001(2)).

### **The AYP Formulas**

Each factor identified for determining AYP is calculated by its own formula. Formulas are calculated independently. Failure to meet AYP goals for any one of the three required factors for two consecutive years will place the school in a school improvement program.

#### ***Assessment Participation Rate***

NCLB also requires that a **minimum** of 95% of students enrolled in the school as well as 95% of students in **each** subpopulation take the test (No Child Left Behind, 2002, §1111(b)(2)(I)(ii)). The 95% minimum precludes schools from shielding low-scoring students in subpopulations from AYP accountability. Failure to include 95% of required students in the assessment process automatically places the school into an improvement program.



When determining academic performance, NCLB requires that students be continuously enrolled in a single school for **one school year** (No Child Left Behind, 2002, §1111(b)(3)(c)(xi)). Students that attend multiple schools **within the same district** during the school year are **not** included in individual school or subpopulation groups. The district, however, is required to include these students in district-level reports. In Idaho, continuous enrollment in a single school for a school year is defined as a student being continuously enrolled in the same school from the November ADA report through the administration of the Spring ISAT in that school.

### The Assessment Participation Rate Formula

Assessment participation rate is calculated by dividing the total number of students tested in each school or subpopulation by the total number of students reported on the March ADA report that have been enrolled in the same school for one academic year:

$$\frac{T}{E} \geq .95$$

Formula 1

where

T = number of students tested.

E = number of students reported in the March ADA reporting period that have been enrolled in the same school for one academic year.

### Participation Requirements for Small Schools and Subpopulations

The 95% participation requirement allows little room for extenuating circumstances when small groups of students are involved. Idaho has many small schools and subpopulations upon which statistical analysis cannot yield reliable or valid results. For those schools and subpopulations with less than 34 students, a smaller percentage of students are required to participate. The participation for schools and subpopulations will never fall below 85% of the students enrolled.

The 95% assessment participation requirement means that all students must be tested when the number of students is less than 20 and no more than one student can miss the test when there are between 20 and 34 students. Even schools and districts that are passionate about test participation will encounter circumstances that prevent students from taking the test such as extended illness or injury.

The 95% participation requirement for groups of 34 is 32 students. Only 2 students may miss that test. For all districts, schools, and subpopulations with n<34, the participation requirement will be reduced according to the schedule in Table 3.	Permitted				Permitted			
	n	Absences	n Tested	% Tested	n	Absences	n Tested	% Tested
	33	2	31	94%	16	2	14	88%
	32	2	30	94%	15	2	13	87%
	31	2	29	94%	14	2	12	86%
	30	2	28	93%	13	2	11	85%
	29	2	27	93%	12	1	11	92%
	28	2	26	93%	11	1	10	91%
	27	2	25	93%	10	1	9	90%
	26	2	24	92%	9	1	8	89%
	25	2	23	92%	8	1	7	88%
	24	2	22	92%	7	1	6	86%
	23	2	21	91%	6	0	6	100%
	22	2	20	91%	5	0	5	100%
	21	2	19	90%	4	0	4	100%
	20	2	18	90%	3	0	3	100%
	19	2	17	89%	2	0	2	100%
	18	2	16	89%	1	0	1	100%
	17	2	15	88%	0			

Table 3. Minimum required assessment participation rate for all n < 34 districts, schools, and subpopulations

### Academic Performance

Academic performance for each school and subpopulation is determined by calculating the proportion of students scoring at the proficient level or above. NCLB requires that all students achieve scores at the proficient level or above in reading and mathematics, and for Idaho, language, by the end of the 2013-2014 school year. Schools, districts, and the State are to implement programs and procedures that will help students that are *not* reaching the proficient level to improve their academic achievement to the proficient level or above within this time

frame. To ensure that all students achieve proficiency or above, AYP requires an average of 1/12 of the non-proficient students improve to proficiency every year for 12 years.

### The Academic Performance Formula

Academic performance is calculated by dividing the number of students scoring proficient or above by the total number of students continuously enrolled for one academic year (the number of students continuously enrolled in the same school from the November ADA report through the administration of the Spring ISAT in that school):

$$P = \frac{\Psi}{C}$$

Formula 3

where

P = academic performance on state achievement tests.

Ψ = number of students scoring at the proficient level or above.

C = number of students continuously enrolled in the same school from the November ADA reporting period through the end of the Spring ISAT testing period.

### Uniform Averaging Procedure

NCLB allows states to apply a uniform averaging procedure for academic performance (No Child Left Behind, 2002, §1111(b)(2)(J)(i)). Beginning in NCLB year 3, the uniform averaging procedure will be applied using a three-year rolling average for year  $t$ :

$$\hat{P} = \frac{P_t + P_{t-1} + P_{t-2}}{3}$$

Formula 4

where

$\hat{P}$  = three-year rolling average of student academic performance on state achievement tests.

$P_t$  = student academic performance on state achievement tests at year  $t$ .

$P_{t-1}$  = student academic performance on state achievement tests at year  $t-1$ .

$P_{t-2}$  = student academic performance on state achievement tests at year  $t-2$ .

In calculating the academic performance factor for AYP, choose the ***greatest*** of the three-year rolling average ( $\hat{P}$ ) ***OR*** the current-year total ( $P$ ):

- If  $P \geq \hat{P}$ , use  $P$  for academic performance AYP.
- If  $P < \hat{P}$ , use  $\hat{P}$  for academic performance AYP.

### Academic Performance Targets

Determination of academic performance at the proficient level or above is based upon approved ISAT proficiency scores for the Spring on-grade-level ISAT (Idaho State Board of Education, 2003b). The target scores for the proficient level were determined for the ISAT, which is based on the Rasch Unit (RIT), a one-parameter scoring distribution. Target scores were not set for the ITBS/TAP National Percentile Ranking (NPR), the state achievement test administered in the baseline year. Therefore, for the baseline year (2001-2002), the ISAT RIT target scores are converted to the ITBS/TAP NPR using a regression equation developed jointly by the Idaho State Department of Education and NWEA (Kingsbury, Breithaupt, & Hauser, in press). The general predictive model used for this conversion is in the form of

$$NPR = b + m_1 * RIT + m_2 * RIT^2 + m_3 * RIT^3 \quad \text{Formula 2}$$

Table 4 shows the number of students who were available for use in the regression analysis, by grade and subject area. Only those students who had valid scores from both ITBS/TAP and ISAT were included in the analysis sample. It can be seen from Table 4 that 17,700 records were available for analysis across all grades and subjects.

Sample sizes range	Number of Students				
from 1,012 to 1,219 in	Grade	Reading	Language	Math	
grades 3 to 6. Sample sizes	3	1,145	1,119	1,137	
are somewhat lower in	4	1,217	1,209	1,219	
grades 7 and 8, ranging from	5	1,069	1,042	1,037	
604 to 698. In grades 9 and	6	1,013	1,012	1,022	
10, sample sizes range from	7	618	618	604	
0 to 168. This drop off in	8	698	689	667	
sample size is related to the	9	115	140	168	
grades in which the districts	10	97	0	127	
choose to administer both	Total	5,972	5,799	5,981	17,752
tests. For grades 3 through	Table 4. Number of students available for analysis by grade and				
8, the sample sizes available	subject area.				

Table 4. Number of students available for analysis by grade and subject area.

are more than adequate for the analysis that is planned. Results from grades 9 and 10 are based on much smaller samples and should be used carefully.

Table 5 shows the target scores for academic performance at the proficient level or above for each grade level, 2–10 in the three areas tested by ISAT: reading, language, and math. As stated earlier, the target scores were set for the RIT at each grade level. The NPR for the baseline year was calculated using Formula 2.

ISAT Area	Grade Level									
	2	3	4	5	6	7	8	9	10	
Reading	NPR RIT	NPR RIT	NPR RIT	NPR RIT	NPR RIT	NPR RIT	NPR RIT	NPR RIT	NPR RIT	NPR RIT
	N/A <sup>1</sup> 182	63 193	63 200	52 206	55 211	50 215	52 218	41 221	50 224	
Language	N/A <sup>1</sup> 184	49 194	43 201	37 208	46 212	38 215	42 219	41 221	N/A <sup>2</sup> 222	
Math	N/A <sup>1</sup> 185	77 196	71 205	72 213	65 219	65 225	69 233	70 240	69 242	

Table 5. Proficient cutoff scores on Idaho statewide tests.

Baseline year (2001-2002): ITBS/TAP NPR scores.

Subsequent years (2002-2003 – 2013-2014): ISAT RIT scores.

### Starting Point

NCLB defines two methods for determining the starting point for AYP (No Child Left Behind, 2002, §1111(b)(2)(E)). Both methods require the use of 2001-2002 statewide test data from the ITBS/TAP.

**Method 1** – The state’s lowest achieving subpopulation of students.

1. Determine the subpopulation with the lowest percentage of students achieving below the proficient level (see Table 5):

- Economically disadvantaged

**Method 2** – The school at the 20th percentile in the state, based on enrollment, among all schools ranked by the percentage of students at the proficient level.

1. Rank-order all schools by the percentage of students scoring at the proficient level or above as calculated by Formula 3 (see Table 5).

<sup>1</sup> The ITBS/TAP used for statewide testing in the baseline year (2001-2002) was administered only in grades 3–11. There were no ITBS/TAP data for grade 2. Therefore, there is no regression equation for 2<sup>nd</sup> grade in any subject.

<sup>2</sup> No 10<sup>th</sup> grade students in the sample had valid scores in language for both ITBS/TAP and ISAT during 2001-2002. Therefore, there is no regression equation for 10<sup>th</sup> grade language.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Major racial/ethnic groups</li> <li>• Students with disabilities</li> <li>• Students with limited English proficiency</li> </ul> <p>2. Calculate the academic performance factor for that subgroup using Formula 3.</p> | <p>2. Beginning at zero, count up until reaching 20% of the state's total enrollment.</p> <p>3. Determine the school that is at 20% of the state's total enrollment.</p> <p>4. Calculate the academic performance factor for all students in that school using Formula 3.</p> |
|--|---|

When completed, the results of both methods are divided by 12 (the number of years for 100% of students to score at the proficient level or above) and the quotients are compared. The ***larger*** of the two becomes the annual state goal for AYP. This goal defines the percentage of students scoring below the proficient level to increase their scores to the proficient level or above – for ***EVERY*** school and ***EVERY*** subpopulation in every school in the state, regardless what their individual calculation of their academic performance might be (No Child Left Behind, 2002, §1111(b)(2)(G)).

Failing to meet the statewide AYP goal for a school or any subpopulation in any of the three subject areas (reading, language, and math) for two consecutive years will place the school into a school improvement program.

**Note:** The required state AYP goal may be recalculated after ISAT has been in use for three years. At that time, ITBS/TAP data will no longer be required and historical ISAT data will be available for the uniform averaging procedure (Formula 4).

### Graduation Rate

Graduation rate is the required additional factor for all diploma-granting high schools (No Child Left Behind, 2002, §1111(b)(2)(C)(vi)). Graduation rate is defined by NCES as the proportion of students that begin ninth grade and go on to complete twelfth grade with a diploma or any other form of completion certificate *except* high school equivalencies (e.g. GED certificate) (NCES, 2002, p. 3).

### The Graduation Rate Formula

The formula for calculating graduation rate for year  $t$  is given by NCES as

$$c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^9}$$

Formula 5

where

$c_{st}^{long}$  = four-year completion rate for state  $s$  at year  $t$ .

$g_{st}$  = number of high school completers for state  $s$  at year  $t$ .

$d_{st}^{12}$  = number of grade 12 dropouts for state  $s$  at year  $t$ .

$d_{s(t-1)}^{11}$  = number of grade 11 dropouts for state  $s$  at year  $t-1$ .

$d_{s(t-2)}^{10}$  = number of grade 10 dropouts for state  $s$  at year  $t-2$ .

$d_{s(t-3)}^9$  = number of grade 9 dropouts for state  $s$  at year  $t-3$ .

**Note:** Graduation rate is calculated *only* for diploma-granting high schools.

### Graduation Rate Target

The NCES formula for graduation rate is based on the count of all students who are enrolled in the high school any time during or after the 9<sup>th</sup> grade. It should be recognized that a



100% graduation rate using this formula is unlikely. Therefore, the graduation rate target using the NCES formula is set at  $c_{st}^{long} \geq 90\%$ .

### ***Attendance Rate***

Attendance rate is the required additional factor for all elementary, middle, and junior high schools. Selection of this factor is at the discretion of the individual states (No Child Left Behind, 2002, §1111(b)(2)(C)(vii)). However, the factors selected for inclusion in the AYP process may not be used to dilute the number of schools or subgroups in need of improvement or to change the schools reported as not meeting AYP requirements (No Child Left Behind, 2002, §1111(b)(2)(D)(ii)). Attendance rate is calculated the full-term attendance data.

### **The Attendance Rate Formula**

Attendance rate is calculated by dividing the full-term average number of students that attend school daily (the best estimator of student attendance) by the full-time equivalent student enrollment (the best estimator of student enrollment):

$$\varphi = \frac{M}{F}$$

Formula 6

where

$\varphi$  = full-term attendance rate.

M = average (mean) full-term daily attendance.

F = full-time equivalent enrollment.

**Note:** Attendance rate is calculated *only* for elementary, middle, and junior high schools.

### **Calculating M**

The variable for the numerator for the attendance rate formula is the average daily attendance (ADA) (Idaho Code, 2002, §33-1001(2)):

$$M = \frac{\varepsilon}{S}$$

Formula 7

where

M = Average (mean) full-term daily attendance.

$\varepsilon$  = aggregate number of days enrolled students are present.

S = total number of days of school during the full-term school year.

### **Calculating F**

The variable for the numerator for the attendance rate formula is the full-time equivalent enrollment (FTE). FTE is defined as the total number of students who are

- a. Enrolled at the beginning of the school plus,
- b. The number of students adding minus  $\frac{1}{3}$  times the number of students withdrawing during the November enrollment period plus,
- c.  $\frac{2}{3}$  times the number of students adding minus  $\frac{2}{3}$  times the number of students withdrawing during the March enrollment period plus,
- d.  $\frac{1}{3}$  times the number of students adding minus the number of students withdrawing at the end of the school year:

$$F = I + [(1.00 * A_1) - (0.33 * W_1)] + [0.67(A_2 - W_2)] + [(0.33 * A_3) - (1.00 * W_3)] \quad \text{Formula 8}$$

where

F = Full-time equivalent enrollment

I = initial student count (number of students enrolled on count day at the beginning of the school year).

A = number of students added to enrollment during each ADA reporting period  
(November, March, and the end of the school year).

W = number of students withdrawing from enrollment during each ADA reporting period  
(November, March, and the end of the school year).

### **Attendance Rate Target**

A requirement for 100% attendance for every student for a full year is unrealistic due to illnesses, injuries, family matters, normal medical and dental exams, extracurricular activities, dual enrollment, and other factors. Therefore, the full-term attendance rate target is set at  $\phi \geq 90\%$ .

### **Summary**

The Idaho Adequate Yearly Progress Formulas have been designed to meet the requirements of the No Child Left Behind Act of 2001. The AYP formulas include the required factors of assessment participation rate, academic performance, graduation rate (diploma-granting high schools only), and attendance rate (elementary, middle, and junior high schools only).

The factors included in the AYP formulas and their construction are intended to provide a set of clear indicators upon which to base decisions about the faculty, administration, and curriculum at each school. The formulas are not intended to shield any school or group from the requirements of AYP. Rather, the Idaho AYP Formulas are one set of indicators among many that will combine to reveal the strengths and weaknesses of each school.

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**Author Note**

David L. Breithaupt, Research and Evaluation; Tom C. Farley and Rosemary Powers-Ardinger, Bureau of Federal Programs.

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1 Federal law prohibits discrimination on the basis of race, color, national origin, gender, religion,  
2 age, disability, political beliefs, sexual orientation, or marital or family status in any educational  
3 programs or activities receiving federal financial assistance (Title VI and VII of the Civil Rights  
4 Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation  
5 Act of 1973, and the Americans with Disabilities Act of 1990).

6  
7 It is the policy of the Idaho State Department of Education not to discriminate in any educational  
8 programs or activities or in employment practices.

9  
10 Inquiries regarding compliance with this nondiscriminatory policy may be directed to State  
11 Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-  
12 6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education,  
13 915 Second Avenue, Seattle WA 98174-1099, (206) 220-7880; FAX (206) 220-7887.

**B. SUBJECT:**

**Letter of Authorization Requests**

**BACKGROUND:**

At its March 10-11, 2003, meeting, the Professional Standards Commission approved Letters of Authorization for recommendation to the State Board of Education for its final approval.

Pertinent to the Letters of Authorization, State Board of Education Rule IDAPA 08.02.02.070.01 states that, "The final recommendation of the Commission will be submitted to the State Board of Education by the Superintendent of Public Instruction."

**RECOMMENDATIONS:**

The State Department of Education recommends that the State Board of Education give final approval for the Letters of Authorization that have been submitted as approved by the Professional Standards Commission at its March 10-11, 2003, meeting.

**BOARD ACTION:**

The State Board carried to approve/disapprove/table the requests for Letters of Authorization as submitted by the Professional Standards Commission. It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_, and carried.

**ATTACHMENTS:**

1. Letter of Authorization list

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

**April 17, 2003**

[illegible]

6 Total LOA Requests



**C. SUBJECT:**

**Administrative Staff Allowance Waiver Requests to Meet Accreditation Standards**

**BACKGROUND:**

Idaho Code 33-1004(6) allows a district to request a waiver authorizing sufficient additional staff to be included within the staff allowance to meet accreditation standards.

**DISCUSSION:**

Moscow School District #281 is requesting an additional 0.39 FTE of administrative staff to meet its accreditation standard. This adjustment represents an increase of \$30,036.89 in salary and benefit apportionment.

Shoshone Joint School District #312 is requesting an additional 0.1825 FTE of administrative staff to meet its accreditation standard. This adjustment represents an increase of \$13,895.59 in salary and benefit apportionment.

**RECOMMENDATION:**

The Department of Education recommends that the above administrative waiver requests be approved.

**BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the requests by Moscow School District #281 and Shoshone Joint School District #312 for additional administrative staff to meet accreditation standards. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

**ATTACHMENTS:**

1. Letter from Moscow School District #281
2. Letter from Shoshone Joint School District #312

***Note: Attachments were not provided in electronic form. For information, contact LaRae Ashby, 208-332-6840.***

**D. SUBJECT:****Request for Approval as Remote and Necessary School****BACKGROUND:**

Arbon Elementary School District # 383 has applied for recognition as a remote and necessary school under the provisions of section 33-1003 (3), Idaho Code, for the 2003-2004 school year. This district operates and maintains a school that is remote and isolated from the other schools of the state because of geographical or topographical conditions.

**DISCUSSION:**

For the past several years, Arbon School District #383 has applied for and received approval to be recognized as remote and necessary.

**RECOMMENDATION:**

The Department of Education recommends that the above request be approved with the understanding that remote and necessary funding may not be required.

**BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request by Arbon Elementary School District #383 to be recognized as remote and necessary. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

**ATTACHMENT:**

1. Petition for Recognition as a Remote School - Arbon Elementary School District #383

***Note: Attachment was not provided in electronic form. For information, contact LaRae Ashby, 208-332-6840.***

## **E. SUBJECT:**

### **Appointments to the Idaho State Curricular Materials Selection Committee**

## **BACKGROUND:**

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.112, describe the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five (5) years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one (1) year.

## **DISCUSSION:**

Currently there are six (6) openings on the Committee. The open positions being recommended for appointment are: one (1) Parent Representative; one (1) Idaho Private/Parochial School Representative; one (1) Not a Public School Educator nor a Public School Trustee Representative, and one (1) Idaho Public School Administrator. All openings are for a complete five-year term.

This leaves two (2) openings for Parent Representatives not filled.

## **RECOMMENDATION:**

The Department of Education recommends the appointment of Kathleen E. Hurley, Boise, Idaho to fill a *Parent Representative* opening for a five-year term.

The Department of Education recommends the appointment of Marcia Beckman, Principal, St. Mary's Catholic Grade School, Boise, Idaho to fill the *Idaho Private/Parochial School Representative* opening for a five-year term.

The Department of Education recommends the appointment of Norma Jeanne Wellman, Board Member of the Idaho Parent-Teachers Association, Meridian, Idaho to fill a *Not a Public School Educator nor a Public School Trustee Representative* opening for a five-year term.

*Trustee Representative* opening for a five-year term.

The Department of Education recommends the appointment of George Grant, Assistant Superintendent, Vallivue School District #139, to fill an *Idaho Public School Administrator* opening for a five-year term.

**BOARD ACTION:**

The State Board of Education carried to approve/disapprove/table the request for four appointments to the Idaho State Curricular Materials Selection Committee as submitted. Moved by \_\_\_\_\_, seconded by \_\_\_\_\_ and carried.

**ATTACHMENTS:**

1. Vita: Kathleen E. Hurley
2. Information: Marcia Beckman
3. Resume: Norma Jeanne Wellman
4. Information: George Grant

***Note: Attachments were not provided in electronic form. For information, contact Deanie Grant, 208-332-6974.***

## **F. SUBJECT:**

### **Idaho Reading Indicator: Update**

## **BACKGROUND:**

Reading Specialist Marybeth Flachbart will provide an update on the Idaho Reading Indicator.

Four years ago, the Idaho Legislature created the Idaho Reading Initiative. The initiative requires and funds the following activities in public schools:

- Twice annual testing of all students in grades K-3
- 40 hours of extra assistance for below grade level readers
- Extra training for teachers of reading and reading program administrators

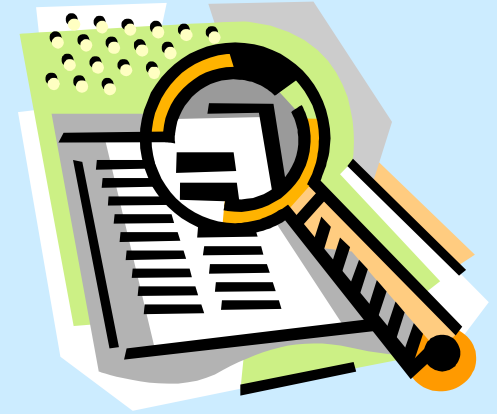
The legislation also requires the Department of Education to report the results of testing and intervention for the state, by school district, and by individual school to the Legislature, the Office of the Governor, the Office of the State Board of Education, and to the public. The reports are available at <http://www.sde.state.id.us/iri/iristats/IRIAnalysis.asp>

Although not required, the State Department of Education prepares a detailed accounting of the reading initiative spending as part of its annual report the Legislature. State Board of Education members were given a copy of this complete report on a CD-ROM in January 2003. The report also is available at <http://www.sde.state.id.us/admin/legislative-reports/>

Two years ago, the Legislature also established goals for student performance, which begin in 2004. Idaho schools are well on their way toward meeting these goals.

## **ATTACHMENT:**

1. Power Point presentation: Idaho Reading Initiative



# Idaho Reading Initiative

Marybeth Flachbart, Reading First Director

[mflachb@sde.state.id.us](mailto:mflachb@sde.state.id.us)

# The Idaho Reading Initiative

## Three Key Pieces of Legislation

- Idaho Reading Indicator
- Professional Development K-8 Educators
- 40 Hours of Reading Intervention





# Idaho Reading Indicator (IRI)

- Assesses all K-3 Students
- Tri-Annually Administered
- Stakeholder Reporting
- Demographic Breakdown



# **History of the IRI**

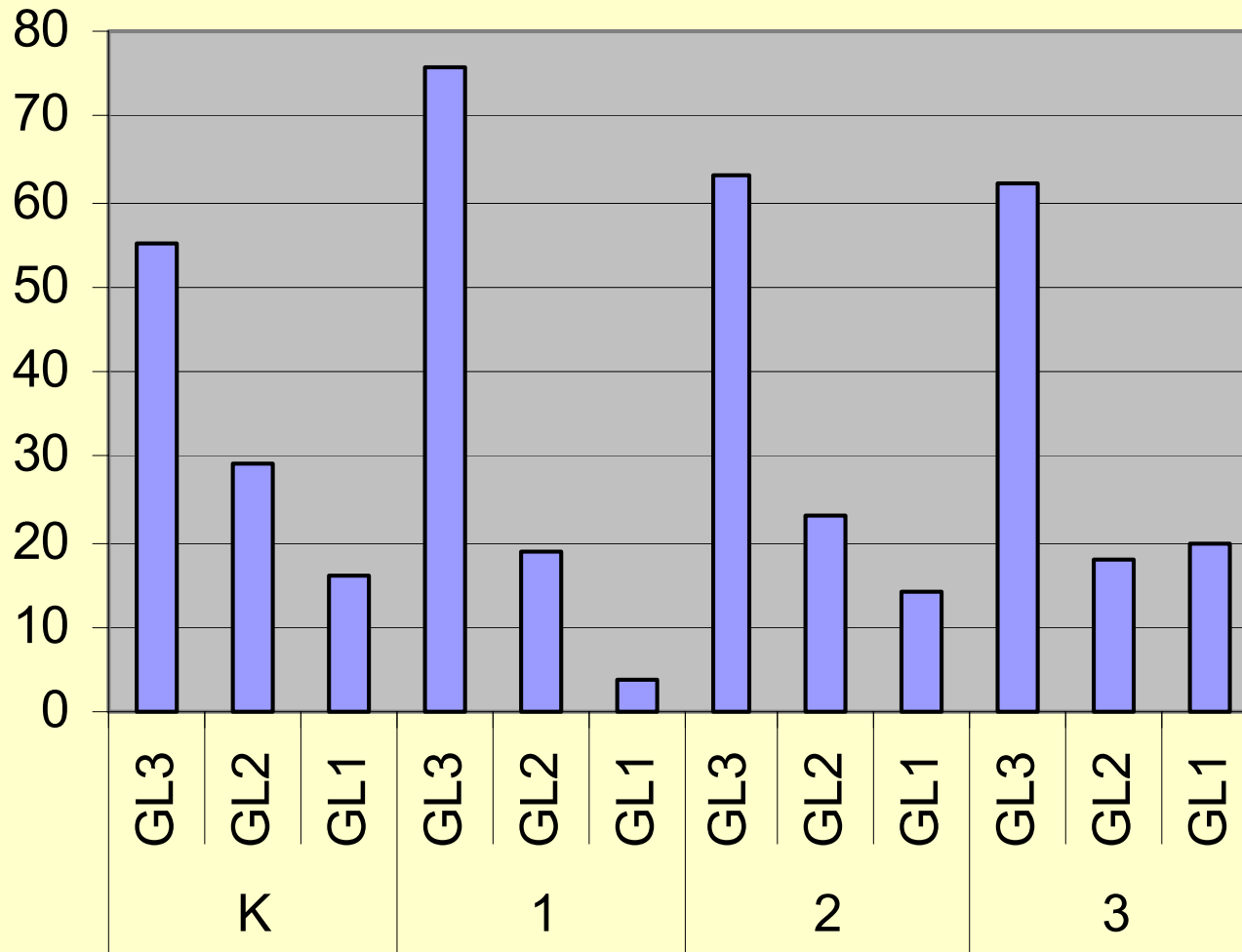
- **1999-2000--Pilot Year**
- **2000-2001--Benchmark Year**
- **2001 – 2002--Data Driven Decision- Making**



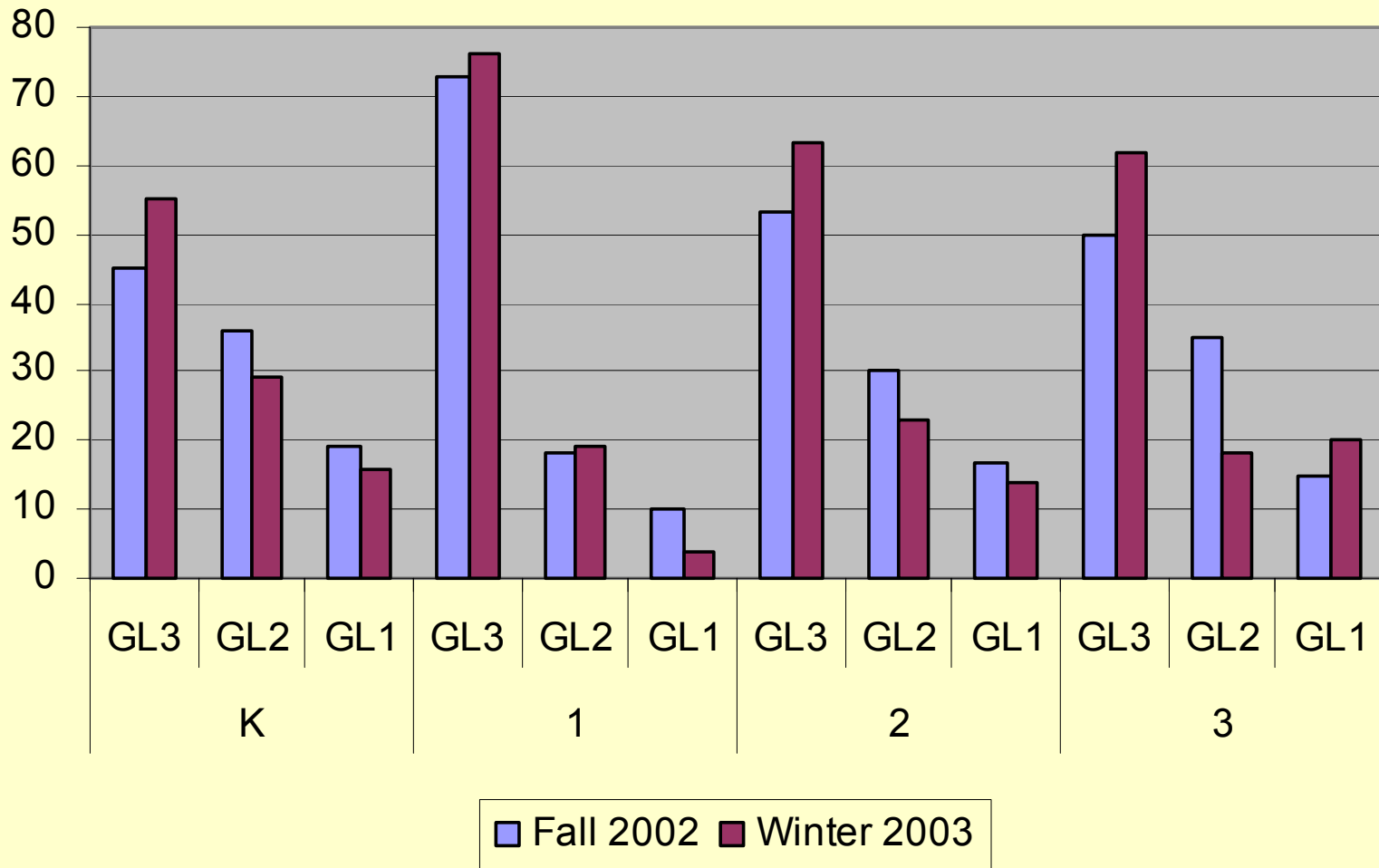
# The Scores Are Going Up!

- In the winter of 2003, we have 1,778 fewer children scoring below grade level!
- A 16% decrease compared to the winter of 2002!

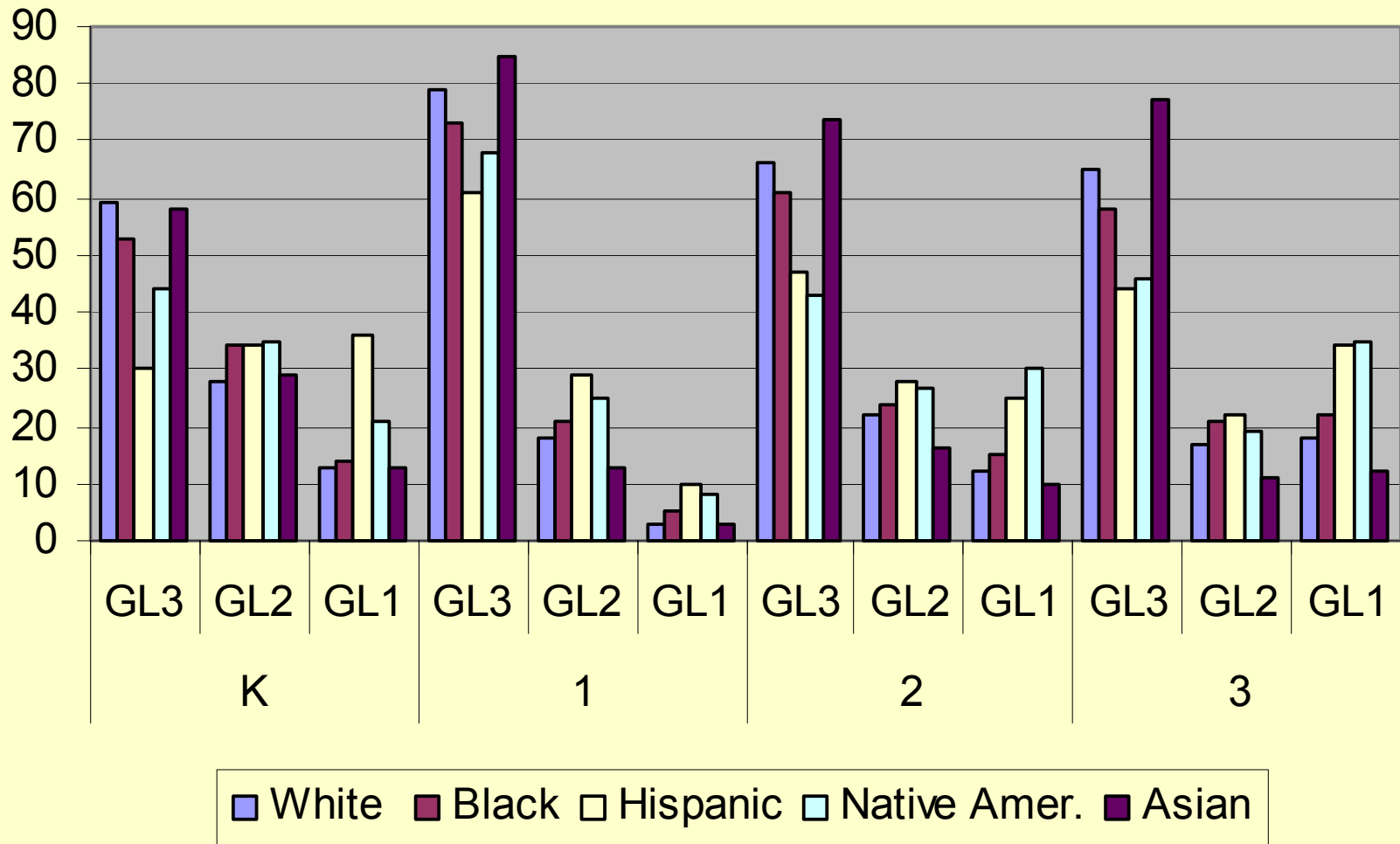
## Winter 2003 IRI State Totals by Grade



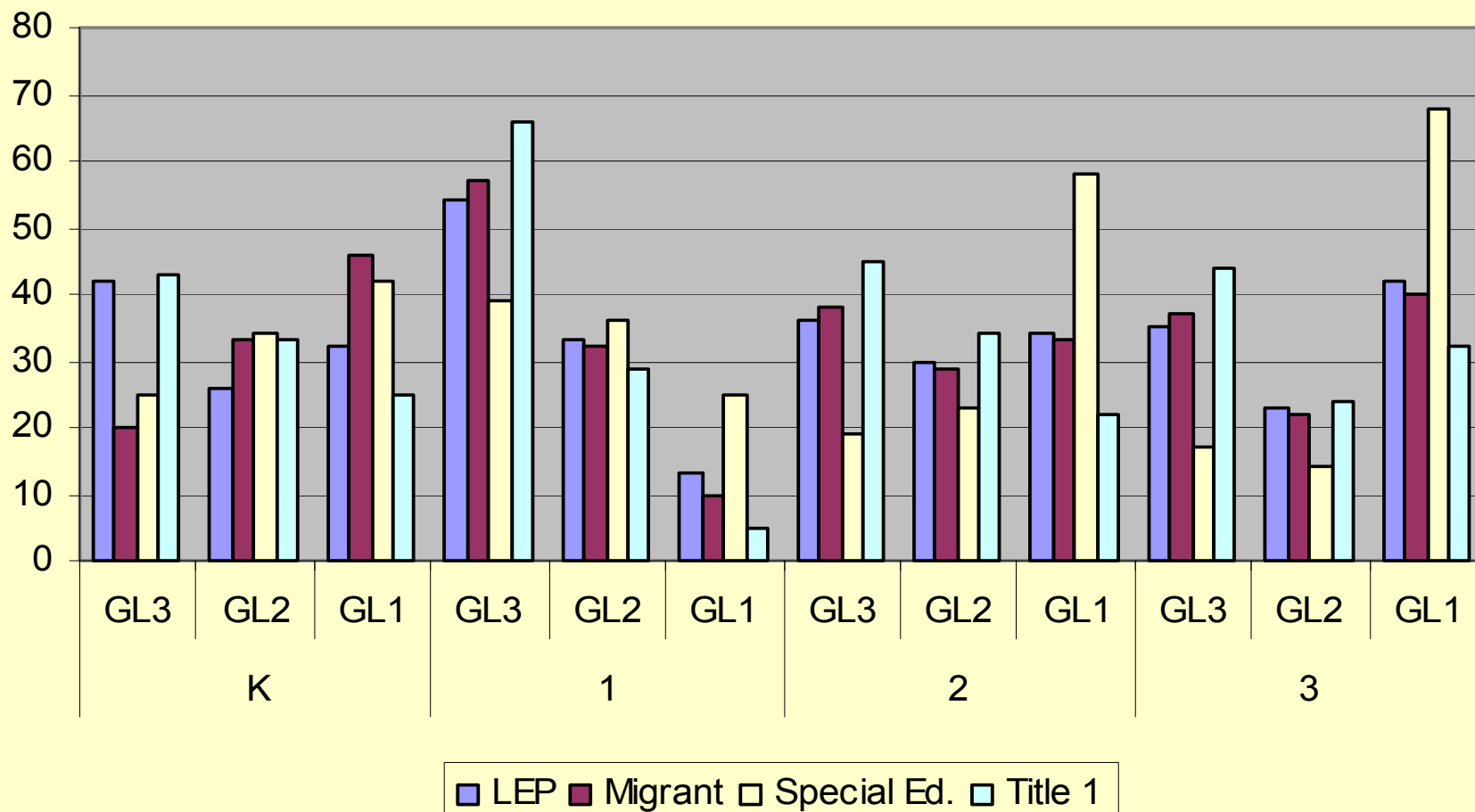
## Fall 2002 to Winter 2003 Comparison of State IRI Totals by Grade



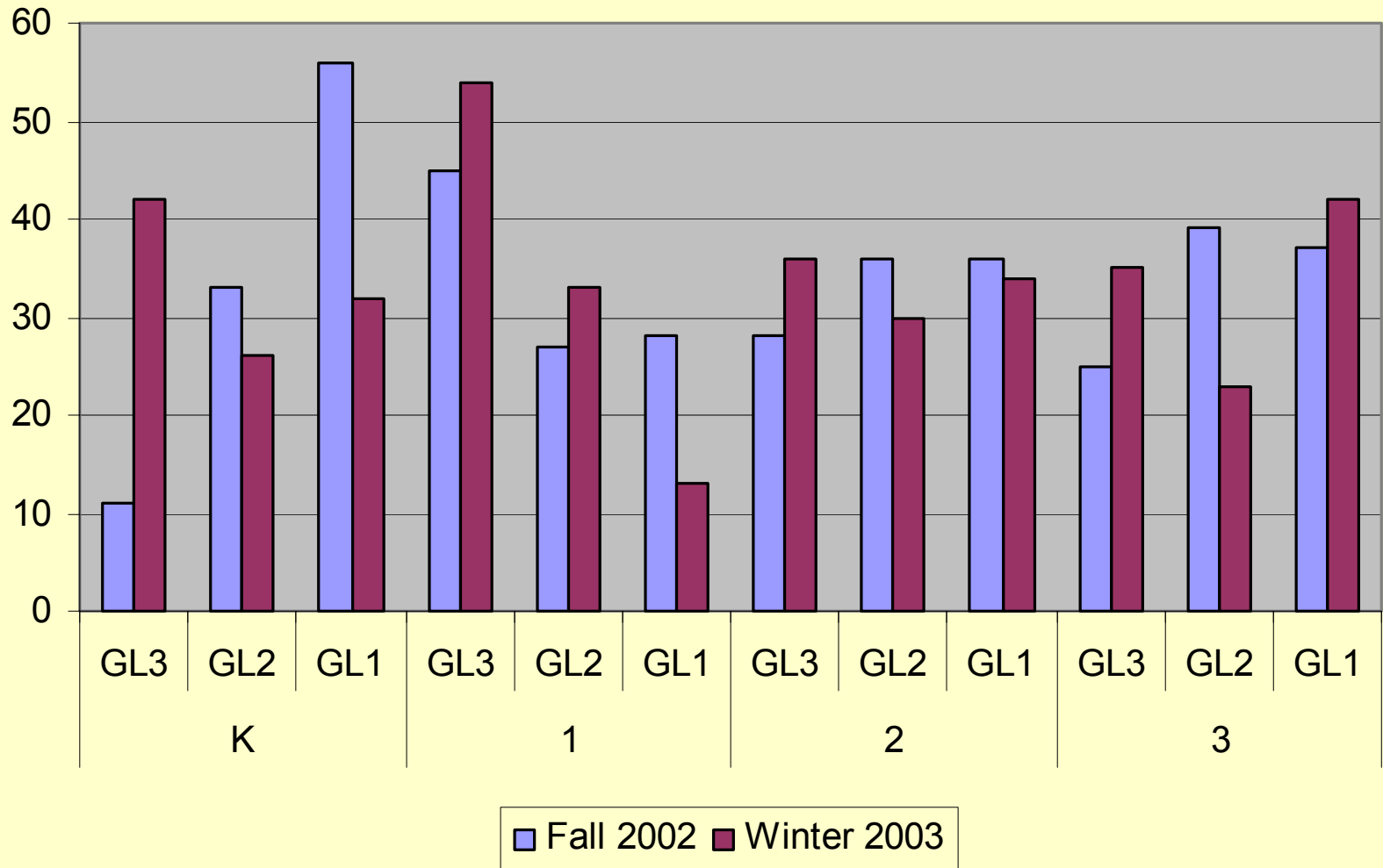
## Winter 2003 IRI State Totals by Ethnicity



## Winter 2003 IRI State Totals by Learning Category

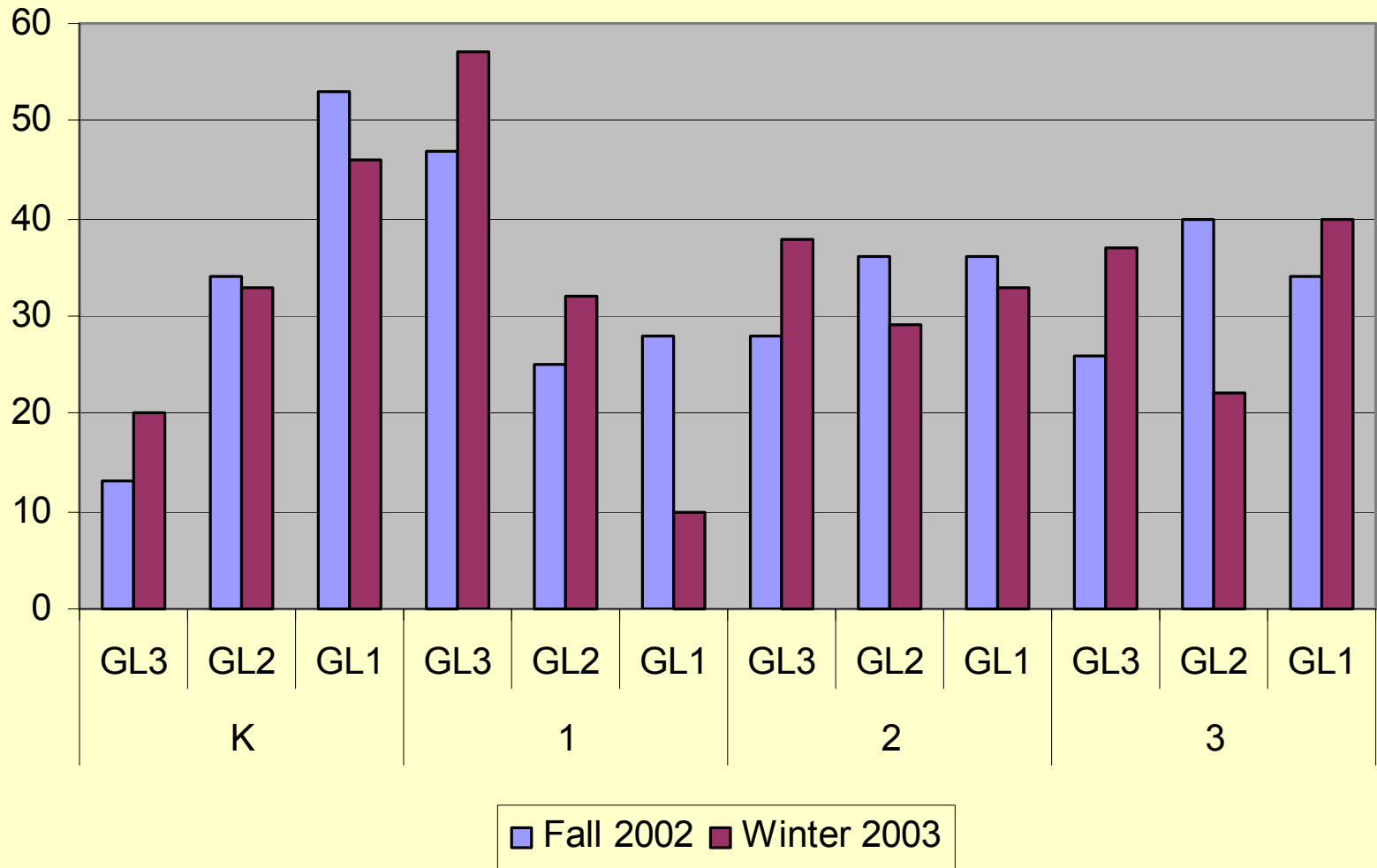


## Fall 2002 to Winter 2003 Comparison of State IRI Totals for LEP

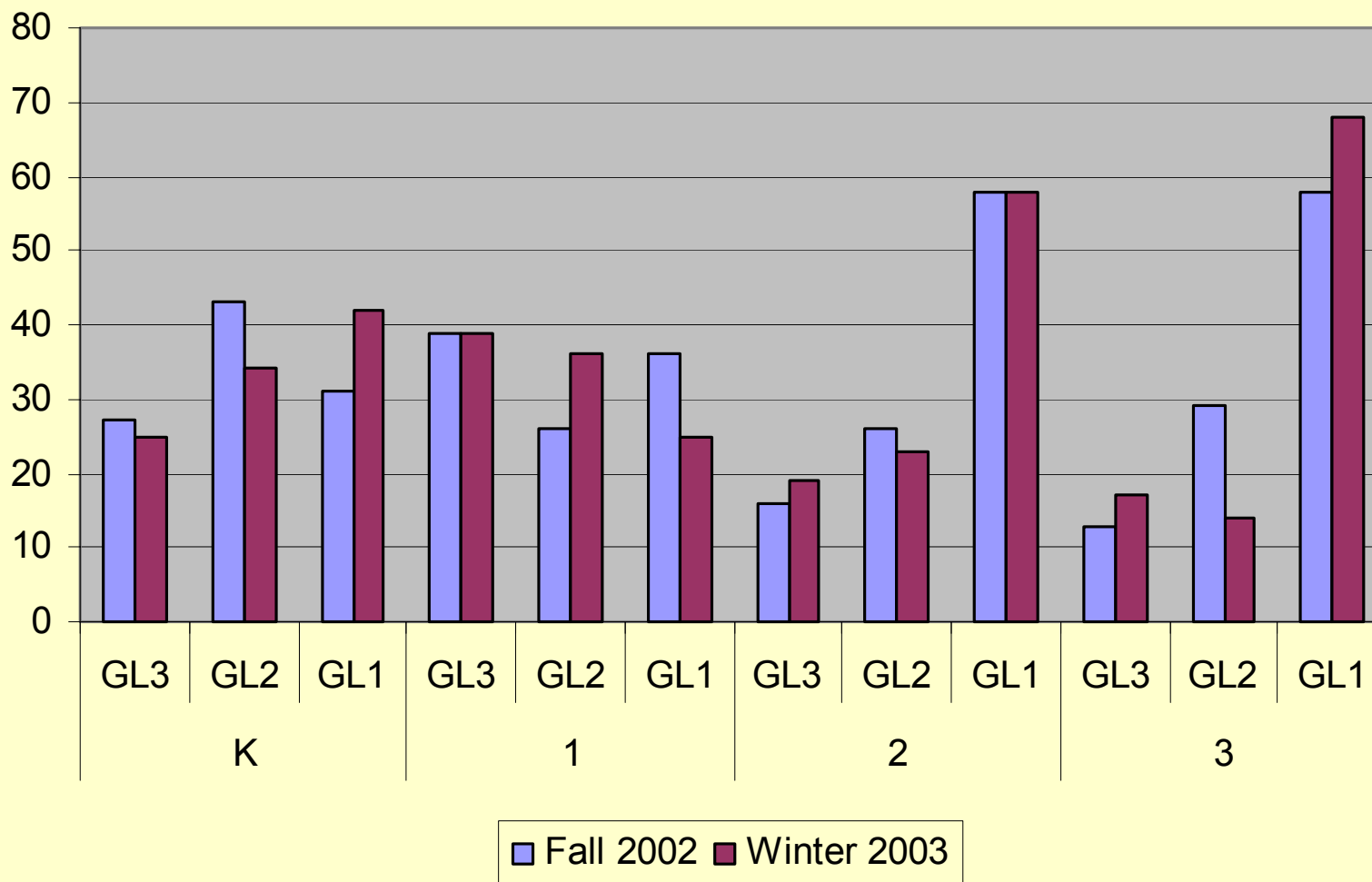




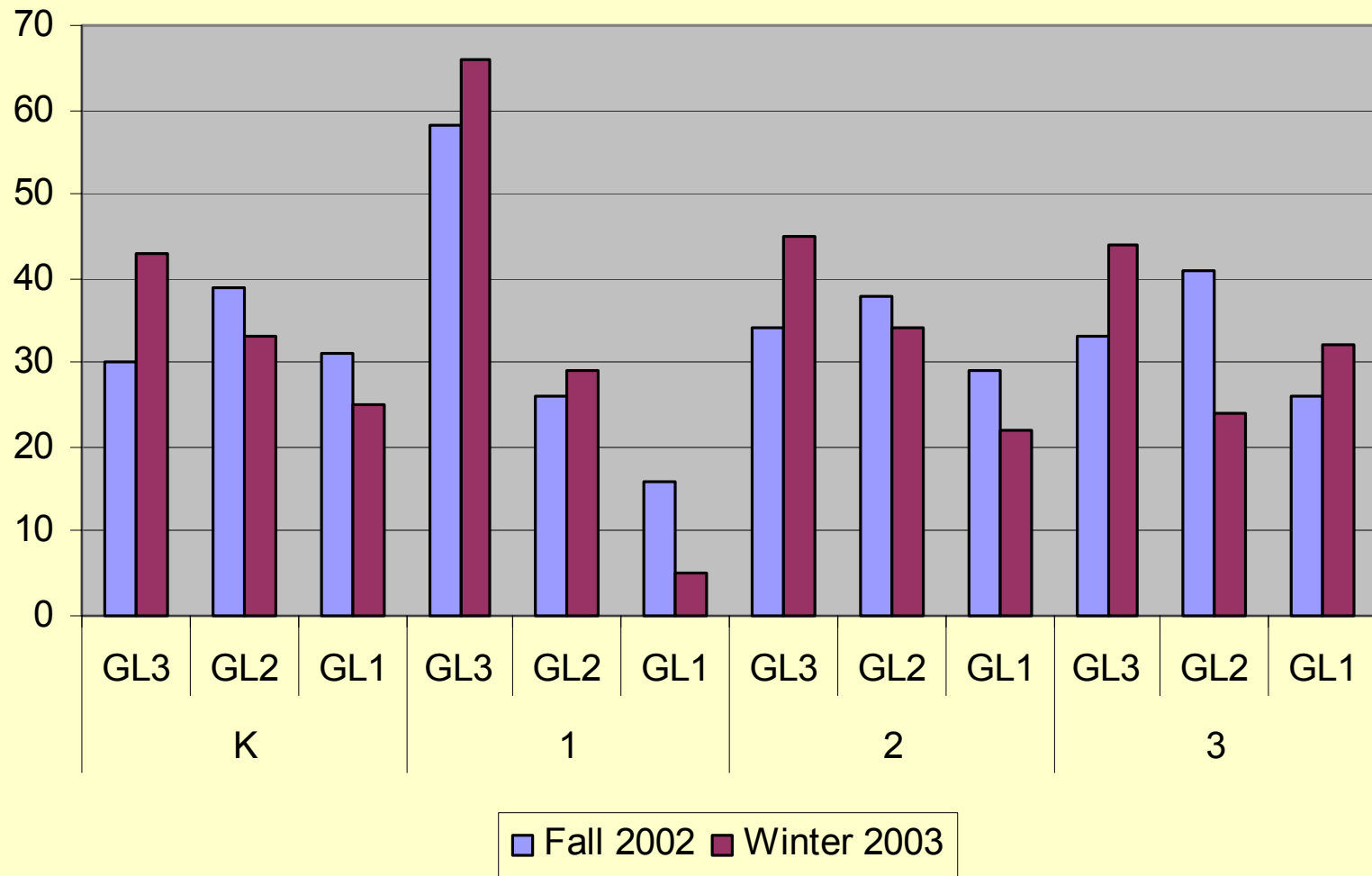
## Fall 2002 to Winter 2003 Comparison of State IRI Totals for Migrant



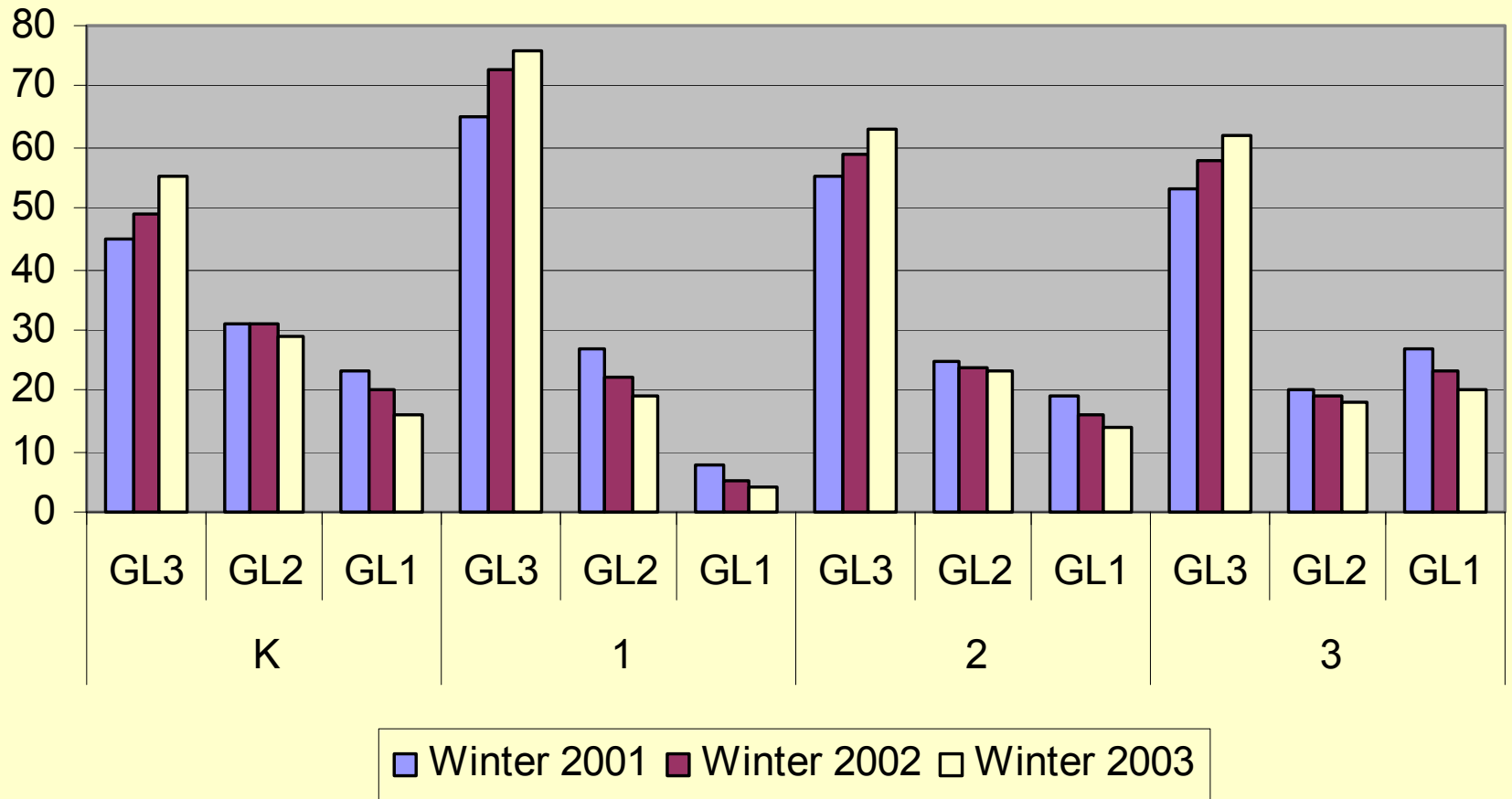
## Fall 2002 to Winter 2003 Comparison of State IRI Totals for Special Education



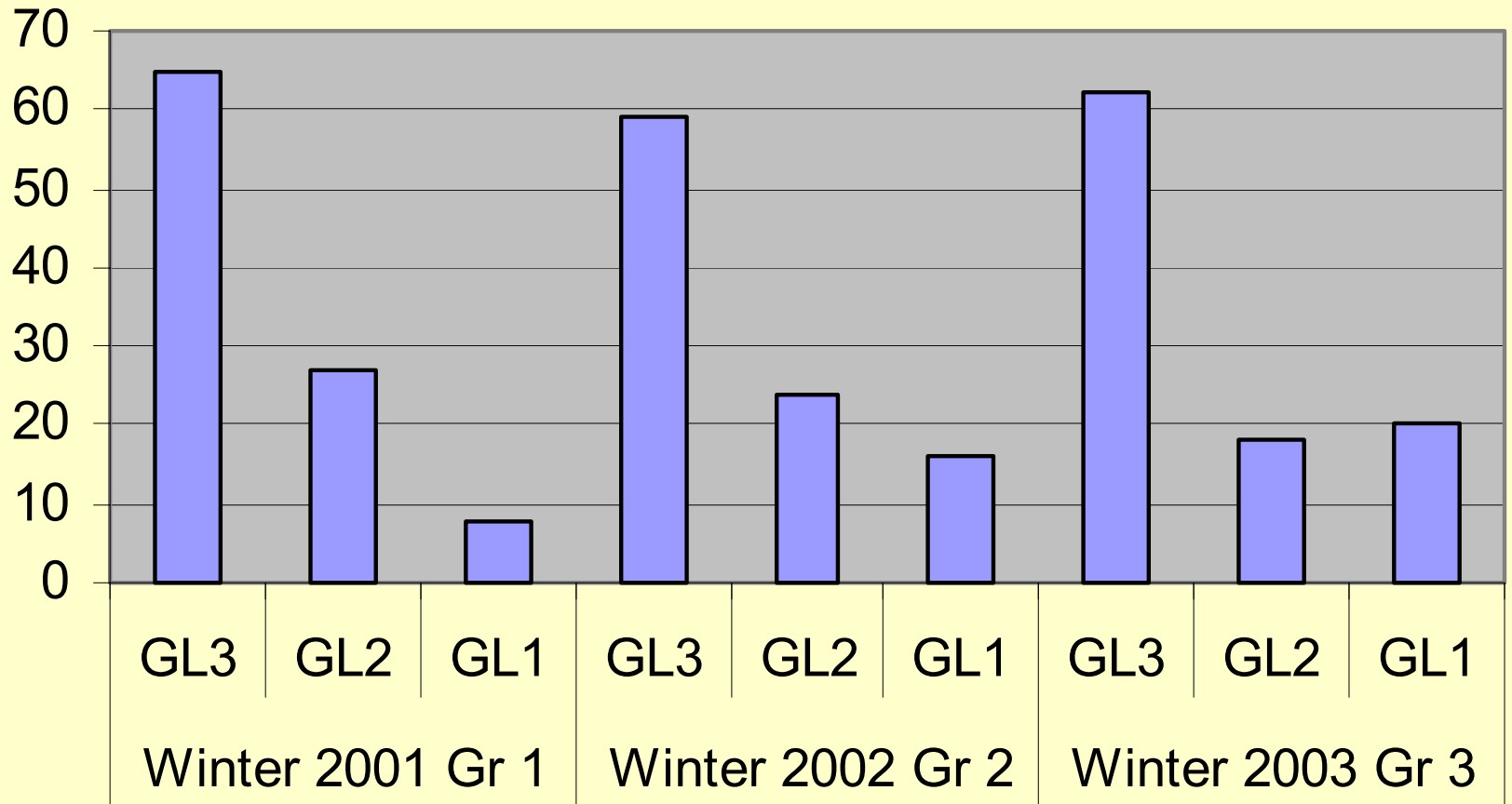
## Fall 2002 to Winter 2003 Comparison of State IRI Totals for Title 1



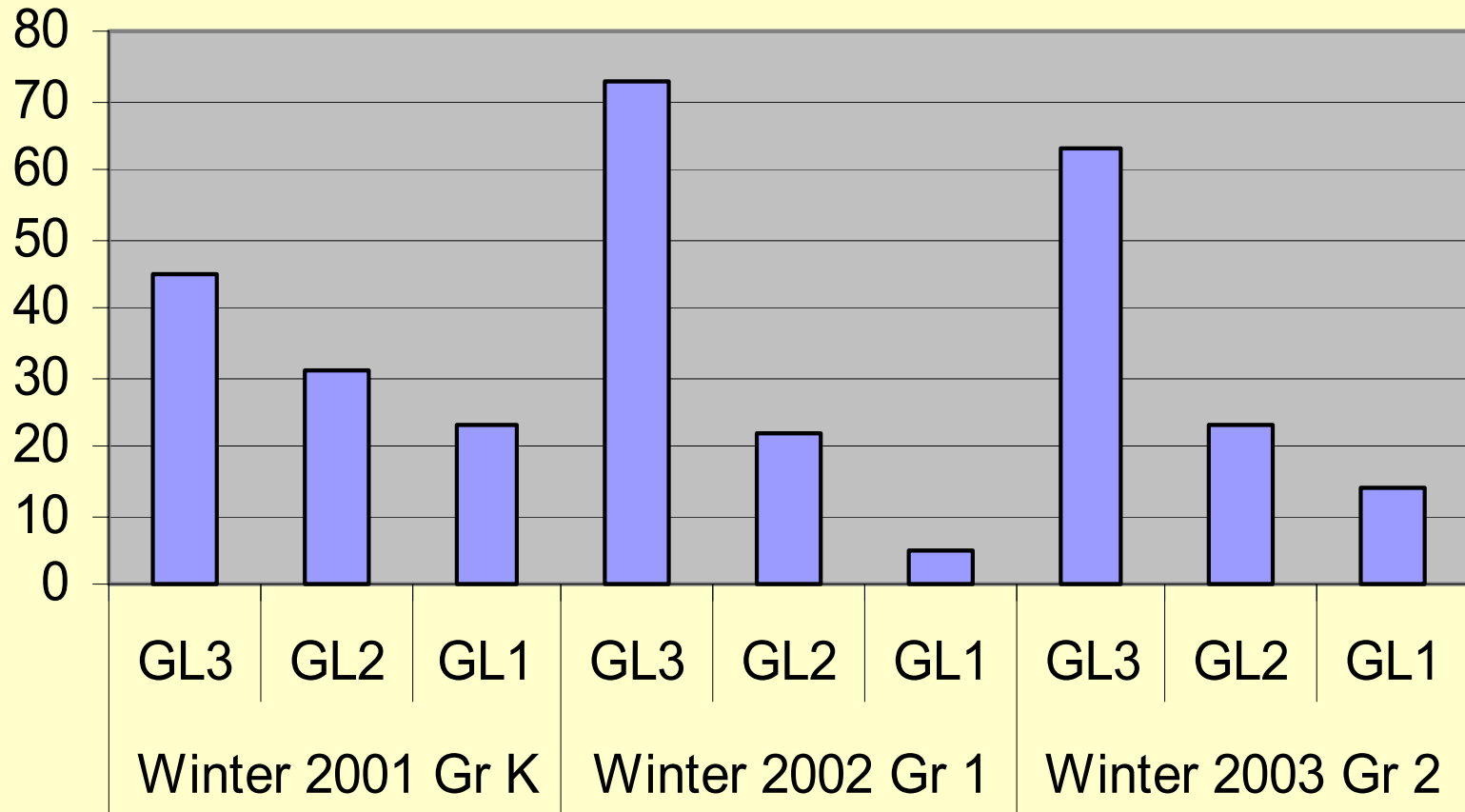
## Winter 2001 - 2003 IRI State Totals by Grade



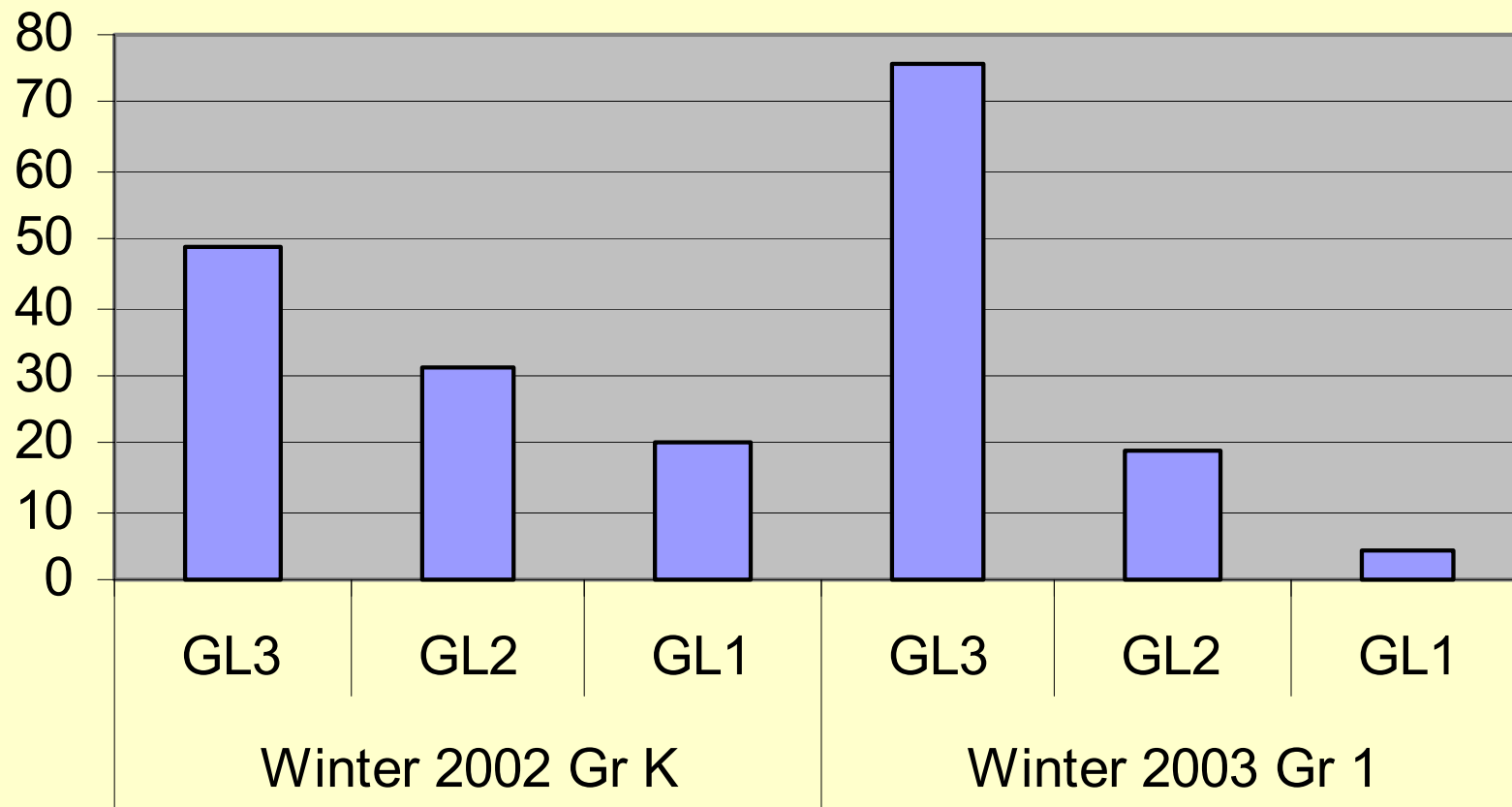
## IRI Totals Winter 2003 3rd Grade Cohort



## IRI Totals Winter 2003 2nd Grade Cohort



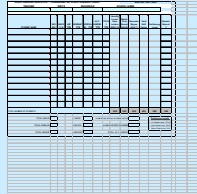
## IRI Totals Winter 2003 1st Grade Cohort



# IRI Summary Excel Workbooks

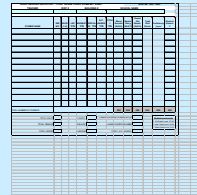
**Kindergarten  
IRI**

**Summary  
Workbook**



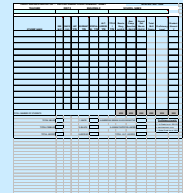
**First Grade  
IRI**

**Summary  
Workbook**



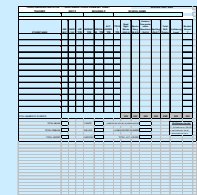
**Second Grade  
IRI**

**Summary  
Workbook**



**Third Grade  
IRI**

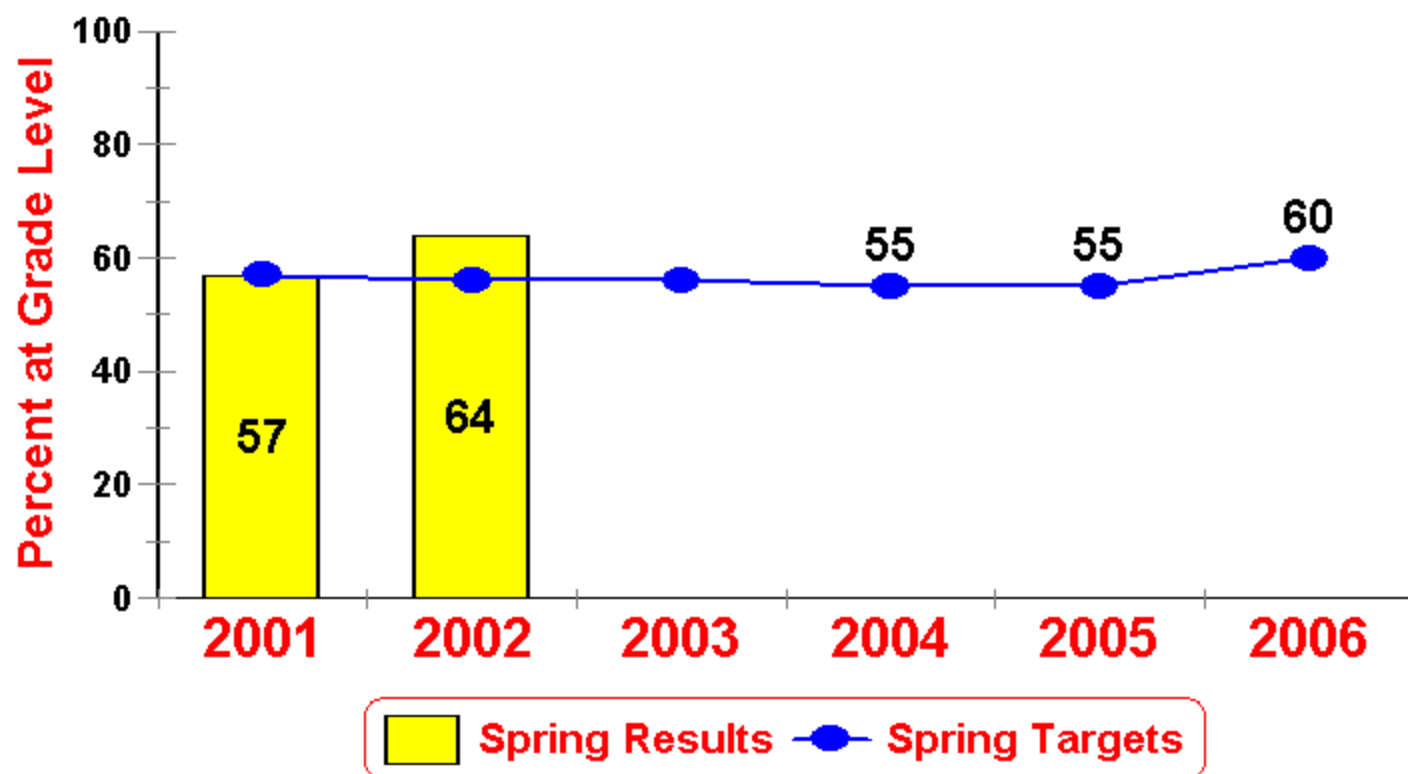
**Summary  
Workbook**





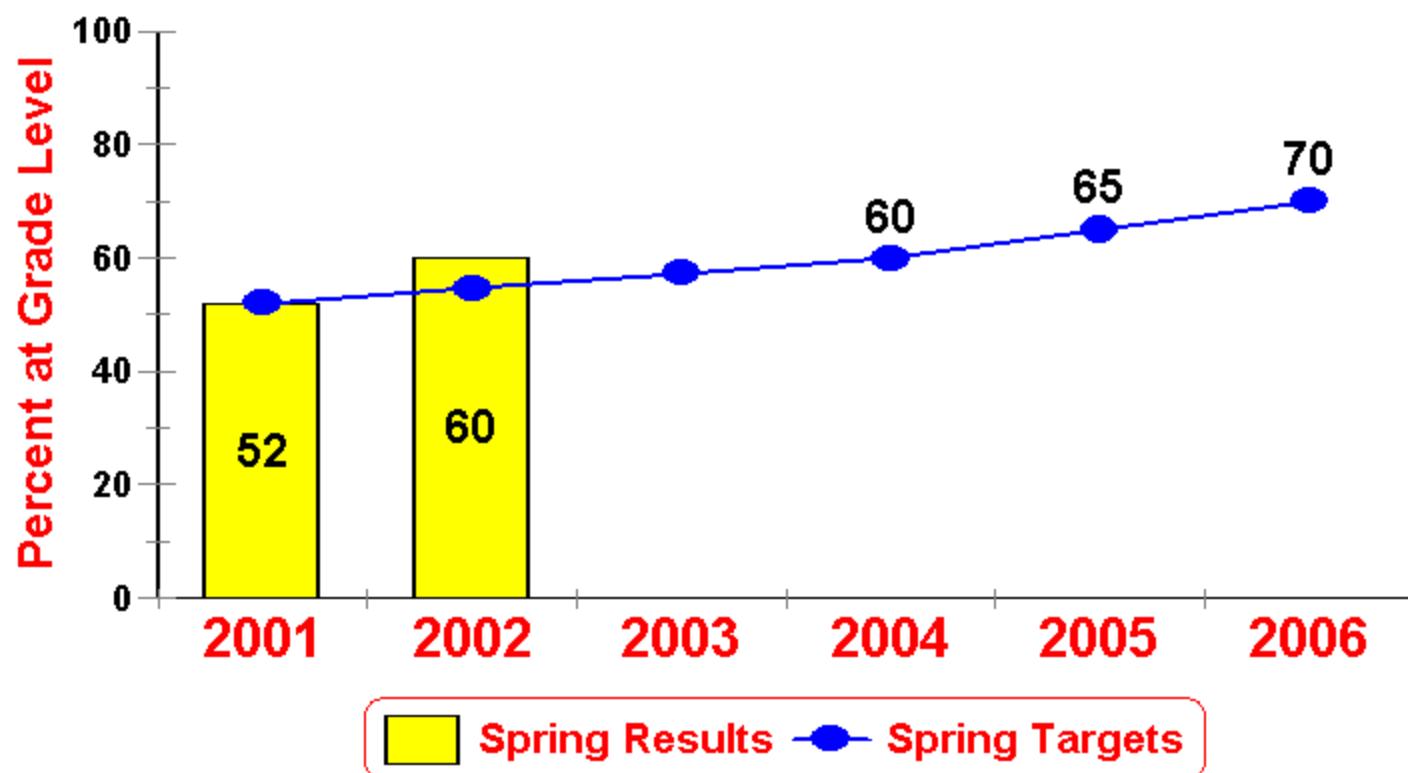
# Idaho Reading Indicator

## Kindergarten Results vs Targets



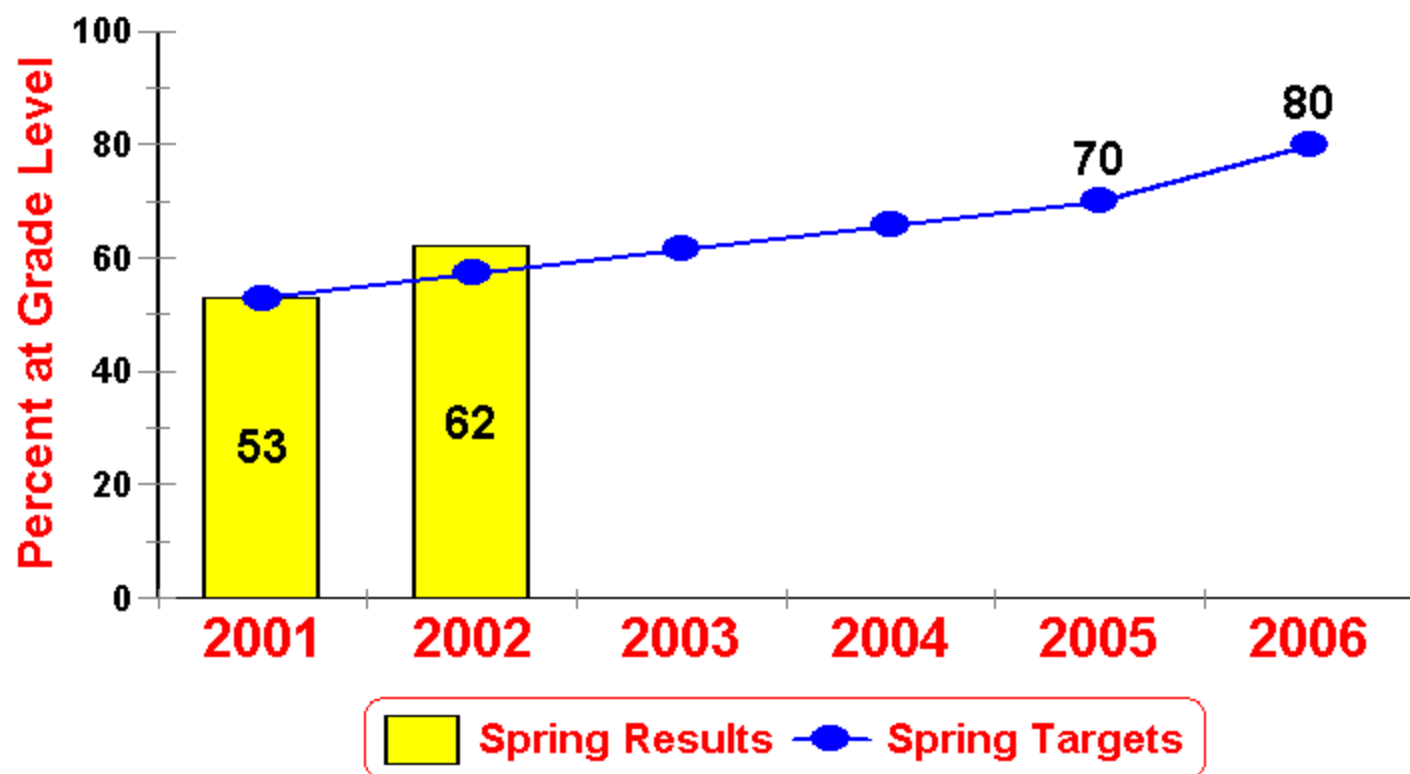
# Idaho Reading Indicator

## First Grade Results vs Targets



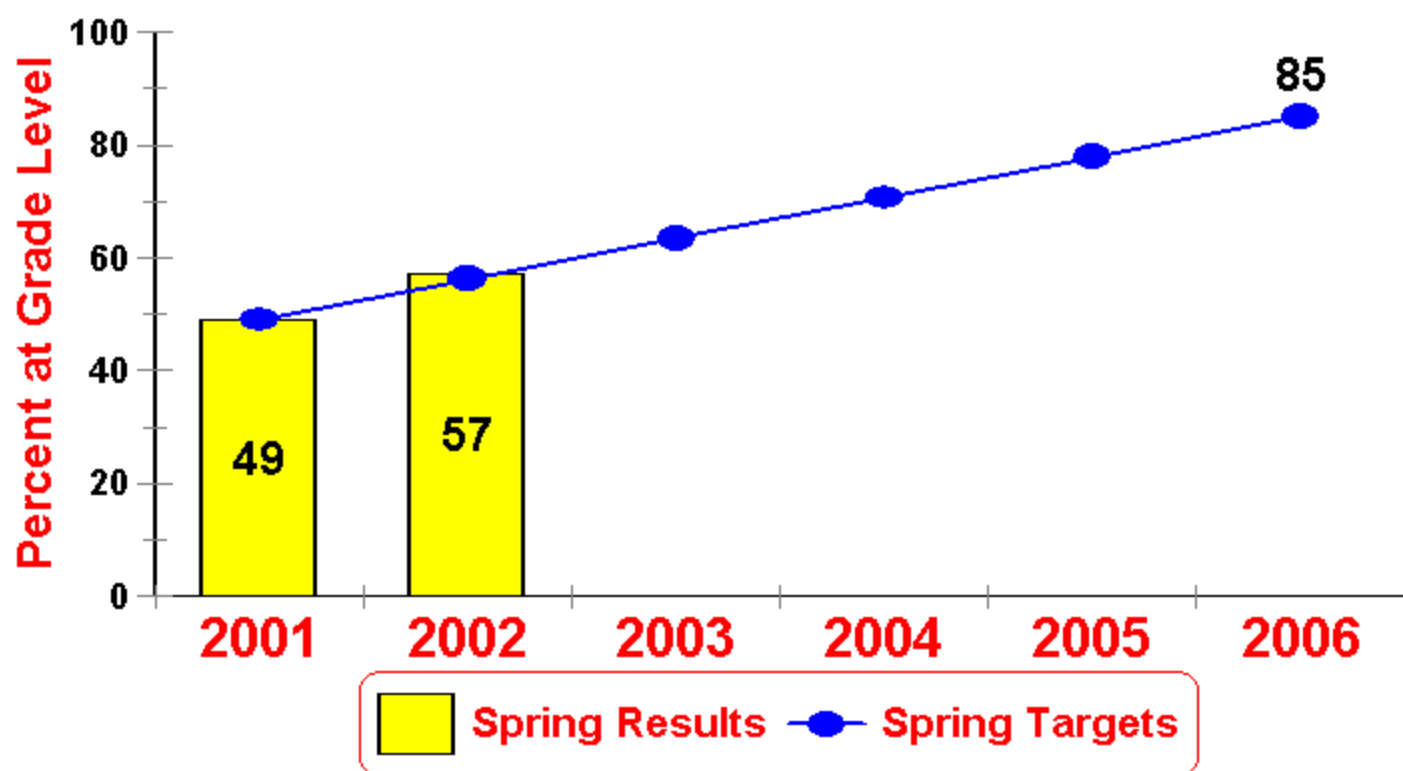
# Idaho Reading Indicator

## Second Grade Results vs Targets



# Idaho Reading Indicator

## Third Grade Results vs Targets



To create targets for a  
district/school/class, go to

<http://www.sde.state.id.us/naep/misc/>

# Intervention

- \$2.7 million (FY 2002)
- 40 hours of additional reading instruction
- Models of delivery
- Stakeholder Reporting

“The pre-post results on the WDRB indicated that the reading intervention was successful at every grade level.”

# Effect Size

- Effect sizes provide an indication of the *strength and quality of the remediation*. The magnitude and the quality of the remediation are exemplified by larger effect sizes.
- Effect sizes of .2, .4, and .6 are small, medium, and large respectively. Effect sizes have no upper limit, but generally do not exceed 1.0. Effect size measures are provided for each group that has undergone remediation.



# Effect Size

- Kindergarteners benefited the most from the remediation, and first, second, and third graders respectively in that order.
- The average remediation effect sizes for kindergarten through third grade were .86, .78, .72, .58 respectively.

# Questions?

## **G. SUBJECT:**

### **Achievement Standards Implementation Report**

- As of December 2002, most districts (93%) have progressed through Stage 1 (Orientation to the Standards) and Stage 2 (88 %)(Focus on Alignment).
- As of December 2002 districts (63%) are working hard on Stage 3 (Assessments, Data Analysis and Interpretation) and Stage 4 (45%) (Instructional Design and Implementation) this year.
- As of December 2002, \$2,242,332 of the \$4 million appropriated by the legislature has been spent.
- Technical assistance is regularly provided to school districts.
- First Grade Academies were conducted last year for 800 first grade teachers. Second Grade Academies for this year include second grade teachers. Higher Ed professors are invited to attend and receive all the training materials.
- Training Modules for each of the six stages are on the website.
- The SDE is continuing to work on courses of study and EOCs.
- The Bureau of Child Nutrition has developed lesson plans based on the standards.
- Standards for Early Childhood Education have been developed.
- The document mapping the standards with the assessments (i.e., Learning Continuum, IRI, DWA, DMA, NAEP) is on the SDE website.
- The newly revised Idaho Learning Continuum is being sent to all districts by NWEA and is posted on our website.
- Approximately 1600 non-secure test items will be on the SDE website in early April.

- A state curriculum model for language arts and mathematics that meets audit standards will be drafted in April.
- We are looking at ways to collapse redundant processes and reporting procedures through a statewide school improvement model utilizing accreditation as the umbrella.
- Regional data academies are scheduled for early May:

May 5-6	Regions V & VI	Idaho Falls
May 7-8	Regions III & IV	Boise
May 12-13	Regions I and II	Lewiston
- The Third Annual Conference on Standards, Assessments, and Accountability: Closing the Gap, will be held Aug. 5-6 on the campus of NNU. Keynote presenters include Doug Reeves, Tom Guskey, Rick Stiggins, and Mark Friedman.
- Future areas of concentration include ISIMS2, Stage 5 (Feedback, Monitoring, and Intervention) and Stage 6 (Evaluation and Renewal).

**ATTACHMENT:**

1. Achievement Standards Implementation Report

***Note: Attachments were not provided in electronic form. For information, contact Karen Carlyle, 208-332-6807.***

**H. SUBJECT:**

**Substance Use, Safety, and School Climate Survey**

(See Department of Education website for document:  
<http://www.sde.state.id.us/safe/Publications/default.htm>)

**I. SUBJECT:**

**Superintendent's Report**