

STATE BOARD OF EDUCATION
November 4, 2003

SUBJECT

Proposed Rule Change – 08.02.03 Accountability

BACKGROUND

The Board originally embarked on creation of new provisions for standards, assessment and accountability in 1997. Achievement standards have been adopted and are being implemented in all Idaho public schools. A comprehensive assessment program was put in place in 2001. The final step is establishing accountability measures, which will tie the effort together and ensure compliance with the No Child Left Behind Act. The Board appointed a Commission to bring forward recommendations in this area.

DISCUSSION

The proposed rules were approved by the Board in August. Below is an outline of the changes made to those proposed rules since the August meeting:

§107 Added: "January 1, 2006" within the text.

Rationale: Rule 107 would be inconsistent with 105.03 without the clarification that proficiency on the ISAT does not take effect until January 1, 2006.

§107, §107.06, §111.03 Added an "s" to Idaho Standards Achievement Test.

Rationale: Federal law requires Idaho to administer a science test by 2007. This language gives the flexibility to add required tests as necessary and include as part of the ISAT series.

§111.03 Removed: "The ISAT will include two components: a selected response section and a constructed response section."

Rationale: Public comment.

- There is not enough time to put together valid and reliable constructed response measure.
- An additional section would be a duplication of Direct Writing Assessment and Direct Math Assessment.
- The baseline for AYP was set on a selected response test only. There is a concern that introduction of new elements could affect school and district AYP determinations.

§111.04 Removed: "twelve," added: "ten."

Rationale: There needed to be clarification to be consistent with rest of text.

§111.04 Added: "as defined in 112.03(d)(iv)" to define Limited English Proficient (LEP).

Rationale: Public comment. The reference provides a definition of LEP already in the rules.

§111.04 Timeline language was added to outline that adaptations and accommodations can be used for three consecutive years and that a two-year extension may be granted if the language acquisition test score so indicates the accommodation or adaptation is necessary.

Rationale: Further clarification of federal law.

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§111.06 (c-k) Added an “s” to Idaho Standards Achievement Test, removed “covering Language Arts/Communication and Math Standards.”

§111.06 Removed “social studies, science, health and humanities.” Added: “those standards not assessed by the state assessment program.”

Rationale: Federal law requires Idaho to administer a science test by 2007. This language gives the flexibility to add required tests as necessary and include as part of the ISAT series.

§112.03(a)(i-iii) Changed language from “the second school month” to “the first eight weeks of the school year” and added “end of the state-approved spring testing.”

Rationale: Each school starts at a different time. This clarification of “full academic year” will allow for more consistent application across all Idaho schools and districts.

§112.03(b)(i) Added: “adjusted” within the text.

Rationale: Mobile students should not be calculated in proficiency determinations. A mechanism has been put into place for schools and districts to adjust the originally submitted class roster file by the time testing is completed.

Rationale:

§112.03 (d)(v) Added: “Aggregate subgroups of 34 or more will be included in proficiency determinations.”

Rationale: Public comment. This is the AYP practice already in place. It was included in rule for clarity.

Changes made to the proposed rules on October 30, 2003.

§105.03 (a-e) Added a-e.

Rationale: Public comment. This will provide clarification on when and what measures local school boards can use for an alternate measure for graduation.

§107.06(a-c). Added a-c.

Rationale: Public comments. This outlines a phased in approach for the graduation requirement allowing exemptions in 2006, less exemptions in 2007 and full implementation in 2008. This approach provides time to address some of the concerns brought forward in the public hearings regarding high-risk populations.

Changes made to the proposed rules on November 3, 2003.

§112.01(a)(ii) and §112.01(b) Changed “his/her” or “him/her” to “his” or “him.”

Rationale: Proper rule language.

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§112.03(b)(ii) Deleted the table and changed the text to read: “For groups of ten (10) or more students, absences for the state assessment may not exceed five (5) percent of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination.”

Rationale:

1. It is the practice of the State Board of Education to not publicly report results for groups of students less than 10. The original table allowed for identification of small subgroups of students and could be a violation of the Family Educational Rights and Privacy Act (FERPA).
2. Equalizing the number of absences possible above 10 total students also allows schools with 34-40 students to have 2 absences. When the table was originally cut off at 33, schools with 34-39 were only permitted to have 1 absence. This method provides equity.

§111.04 Changed “language acquisition test” to “language proficiency test.”

Rationale: An acquisition test measures how much English a student has acquired versus a proficiency test that determines the student’s ability to use the English language in such assessments.

BOARD ACTION

To approve as proposed rules the changes to IDAPA 08.02.03 related to accountability.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

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IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

105. GRADUATION FROM HIGH SCHOOL.

Graduation from an Idaho high school requires that: (4-1-97)

01. Credit Requirements. All students will demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (4-5-00)

02. Achievement Standards. All students will meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures.

03. Proficiency (EFFECTIVE JANUARY 1, 2006) All students must achieve a proficient or advanced score on the High School Idaho Standards Achievement Tests (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the local school board, and, at the discretion of the local school board, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (3-30-01)

- a. Before appealing to the local school board for an alternate measure, the student must be: ()
 - i. Enrolled in a special education program and have an Individual Education Plan (IEP), or ()
 - ii. Enrolled in an Limited English Proficient (LEP) program for less than one academic year, or ()
 - iii. Enrolled in the fall semester of the senior year. ()
- b. The measure must be aligned at a minimum to tenth (10th) grade state content standards, and ()
- c. The measure must be aligned to the state content standards for the subject matter in question, and ()
- d. The measure must be valid and reliable, and ()

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e. Ninety (90) percent of the criteria of the measure (or combination of measures) must be based on academic proficiency and performance. ()

034. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the local school board~~Board of Trustees~~. (4-5-00)()

106. (RESERVED).

107. HIGH SCHOOL GRADUATION STANDARDS (EFFECTIVE JULY 1, 2000).

The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the High School Idaho Standards Achievement Test~~ISAT (effective January 1, 2006)~~. The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and vocational areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (7-1-00)()

01. Secondary Language Arts And Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

02. Mathematics And Science. (Eight (8) credits required) a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory sciences. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (7-1-00)

03. Social Studies. (Five (5) credits required), including government (two (2) credits), U.S. history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, not to be counted as a social studies requirement. (7-1-00)

04. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or foreign language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of

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Education as being aligned with the Humanities Standards.

(5-3-03)

05. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

06. Assessment. A proficient or advanced score on the High School Idaho Standards Achievement Tests. The requirement will be phased in providing the following exemptions for the classes of 2006 and 2007. ()

a. Class of 2006

- i. The student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency, or ()
- ii. The student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math, or ()
- iii. The student has an IEP that outlines alternate requirements for graduation and/or adaptations are recommended on the test, or ()
- iv. The student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for less than one academic year, or ()
- v. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth (10th) grade level or above and be in comparable subject areas to the ISAT, or ()
- vi. The student may appeal for another measure approved by the local school board as outlined in 105.03. ()

b. Class of 2007

- i. The student took the ISAT and was within three (3) RIT points of proficiency or, ()
- ii. The student has an IEP that outlines alternate requirements for graduation and/or adaptations are recommended on the test, or ()

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- iii. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for less than one academic year, or ()
- iv. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth (10th) grade level or above and be in comparable subject areas to the ISAT, or ()
- v. The student may appeal for another measure approved by the local school board as outlined in 105.03. ()

c. Class of 2008 and subsequent classes

- i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth (10th) grade level or above and be in comparable subject areas to the ISAT, or ()
- ii. The student may appeal for another measure approved by the local school board as outlined in 105.03. ()

BREAK IN SECTION CONTINUITY

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually. The State Board of Education will provide oversight for all components of the comprehensive assessment program. The State Department of Education will be responsible for the administration of assessment efforts as provided for by the State Board of Education. (3-15-02)

02. Purposes. The purpose of assessment in the public schools is to:(3-15-02)

- a. Measure and improve student achievement; (3-15-02)
- b. Assist classroom teachers in designing lessons; (3-15-02)

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- c. Identify areas needing intervention and remediation, and acceleration;(3-15-02)
- d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)
- e. Inform parents and guardians of their child's progress; (3-15-02)
- f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)
- g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)
- h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), and the Idaho Standards Achievement Tests (ISAT). The ISAT will include two components: a selected response section and a constructed response section.
(5-3-03)()

04. Testing Population. All students in Idaho public schools, grades kindergarten through ~~twelve~~ ten (K-~~12~~10), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. All students who are eligible for special education shall participate in the statewide assessment program. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. English Language Learners (ELL) Limited English Proficient (LEP) students, as defined in 112.03(d)(iv), who receive a score in the low range on the State Board of Education approved language acquisition proficiency test and have an Education Learning Plan (ELP) have been in an English speaking school for less than one (1) year and score a 1 or 2 on the Pre-LAS or LAS, or a 1 or 2 on the Woodcock-Munoz, or an A or B on IPT, or limited or intermediate on the Macualitas may be shall be given the ISAT with accommodations or adaptations for three consecutive years. A further extension of two consecutive years may be granted by the local district or local education agency provided the language acquisition proficiency test score is still in the low range. excluded from testing. If the student does not have a local language score they are not excluded from testing. LEP students who do not have an ELP or a language acquisition proficiency score will be given the regular ISAT without accommodations or adaptations.
(5-3-03)()

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05. Scoring And Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (5-3-03)

06. Comprehensive Assessment Program. The ~~S~~state-approved comprehensive assessment program is outlined in Subsections 111.07.a. through 111.07.m. Each assessment will be comprehensive of and aligned to the Idaho State Achievement Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in ~~social studies, science, health and humanities~~ those standards not assessed by the state assessment program. (5-3-03)

- a. Kindergarten - Idaho Reading Indicator. (3-15-02)
- b. Grade 1 - Idaho Reading Indicator. (3-15-02)
- c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Test ~~s~~covering Language Arts/Communication and Math Standards. (5-3-03)
- d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Test ~~s~~covering Language Arts/Communication and Math Standards. (5-3-03)
- e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Test ~~s~~covering Language Arts/Communication and Math Standards. (5-3-03)
- f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Test ~~s~~covering Language Arts/Communication and Math Standards. (5-3-03)
- g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Test ~~s~~covering Language Arts/Communication and Math Standards. (5-3-03)
- h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Test ~~s~~covering Language Arts/Communication and Math Standards. (5-3-03)
- i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Test ~~s~~covering Language Arts/Communication and Math Standards. (5-3-03)
- j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards

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Achievement Tests ~~s covering Language Arts/Communication and Math Standards.~~ (5-3-03)

k. Grade 10 - High School Idaho Standards Achievement Tests ~~s covering Language Arts/Communications and Math Standards*.~~ (5-3-03)

~~l. Grade 11 - High School Idaho Standards Achievement Test*.~~ (5-3-03)

~~m. Grade 12 - High School Idaho Standards Achievement Test*.~~ (5-3-03)

~~n.l.~~ *Students who achieve a proficient or advanced score on a portion or portions of the ISAT offered in the Spring of their tenth (10th) grade year or later are not required to continue taking that portion or portions. ~~who do not receive a proficient or advanced score on a portion or portions of the High School Idaho Standards Achievement Test will may retake the appropriate portion or portions each time thereafter that it is offered. Once a student achieves proficiency, at a level established by the State Board of Education, on a portion or portions of the assessment, regardless of which grade level, ten through twelve (10-12), that student is not required to continue taking that portion or portions.~~ (5-3-03)()

07. Comprehensive Assessment Program Schedule. (5-3-03)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code.

b. The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)

c. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

d. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

08. **Costs Paid By The State.** Costs for the following testing activities will be paid by the state:

(4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; (3-15-02)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)

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d. Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)

09. Costs Of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts.

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements.

(3-15-02)

11. Test Security, Validity and Reliability. Test security is of the utmost importance. School districts will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. (3-15-02)()

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window. ()

b. The ISAT will be refreshed each year to provide additional security in accordance with a schedule established by the Office of the State Board of Education. ()

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Achievement Standards.()

12. Demographic Information. Demographic information will be required to assist in interpreting test results. It may include but not be limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (5-3-03)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following:

(3-15-02)

a. The Idaho Standards Achievement Tests (grades 2-9 and High School).(5-3-03)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.14.c.i. through 111.14.c.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-02)

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|------|-------------------------------|-----------|
| i. | Language Arts/Communications. | (3-15-02) |
| ii. | Math. | (3-15-02) |
| iii. | Science. | (3-15-02) |
| iv. | Social Studies. | (3-15-02) |
| v. | Health. | (3-15-02) |
| vi. | Humanities. | (3-15-02) |

112. ACCOUNTABILITY

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the State of Idaho accountability requirements. _____ ()

01. Student Achievement Levels. There are four (4) levels of student achievement for the ISAT. _____ ()

a. Advanced: Exceeds Standards. The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his/her current educational level. _____ ()

i. The student demonstrates a comprehensive understanding of all relevant information. _____ ()

ii. The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level. _____ ()

iii. The student can perform skills or processes independently without significant errors. _____ ()

b. Proficient: Meets Standards. The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills at his/her educational level. _____ ()

i. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. _____

ii. The student can perform skills or processes independently without significant errors. _____ ()

c. Basic: Below Standards. The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without

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significant errors. _____ ()

i. The student has an incomplete knowledge of the topic and/or misconceptions about some information. _____ ()

ii. The student requires assistance and coaching to complete tasks without errors. _____ ()

d. Below Basic: Critically Below Standards. The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation. _____ ()

i. The student has critical deficiencies of relevant knowledge of topic and/or misconceptions about some information. _____ ()

ii. The student cannot complete any skill set without significant assistance and coaching. _____ ()

02. Adequate Yearly Progress (AYP). _____ ()

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. _____ ()

b. The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts no later than one month prior to the first day of school. _____ ()

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. _____ ()

03. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. _____ ()

a. Full Academic Year (Continuous enrollment). _____ ()

i. A student who is enrolled continuously in the same public school from the end of the ~~second school month~~ first eight weeks of the school year through the end of the state-approved ~~s~~Spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if s/he has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP. _____ ()

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ii. A student who is enrolled continuously in the school district from the end of the second school month first eight weeks of the school year through the end of the state-approved spring testing administration period will be included when determining if the school district has achieved AYP. ()

iii. A student who is enrolled continuously in a public school within Idaho from the end of the second school month first eight weeks of the school year through the end of the state-approved spring testing administration period will be included when determining if the state has achieved AYP. ()

b. Participation Rate. ()

i. Failure to include 95% of all students and 95% of students in designated subgroups automatically identifies the school as not having achieved AYP. The 95% determination is made by dividing the number of students assessed on the spring ISAT by the number of students reported on the adjusted class roster file for the spring ISAT. ()

ii. Schools with populations less than 34 students must test the number of students outlined in the table. For groups of ten (10) or more students, absences for the state assessment may not exceed five (5) percent of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. ()

n	Permitted Absences	n- Tested	%- Tested
33	2	31	94%
32	2	30	94%
31	2	29	94%
30	2	28	93%
29	2	27	93%
28	2	26	93%
27	2	25	93%
26	2	24	92%
25	2	23	92%
24	2	22	92%
23	2	21	91%
22	2	20	91%
21	2	19	90%
20	2	18	90%
19	2	17	89%
18	2	16	89%
17	2	15	88%
16	2	14	88%
15	2	13	87%

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14	2	12	86%
13	2	11	85%
12	1	11	92%
11	1	10	91%
10	1	9	90%
9	1	8	89%
8	1	7	88%
7	1	6	86%
6	0	6	100%
5	0	5	100%
4	0	4	100%
3	0	3	100%
2	0	2	100%
1	0	1	100%
0	-	-	-

c. Schools. _____ ()

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. _____ ()

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. _____ ()

iii. A high school is any school that contains grade 12. _____ ()

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. _____ ()

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: _____ ()

i. Race/Ethnicity – Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. _____ ()

ii. Economically disadvantaged – identified through the free and reduced lunch program. _____ ()

iii. Students with disabilities – individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). _____

iv. Limited English Proficient - individuals whose native language is a language other than English; individuals who come from environments where a _____

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language other than English is dominant; individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. ()

v. Aggregate subgroups of 34 or more will be included in proficiency determinations.

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must maintain or make progress toward the target each year. The graduation rate will be disaggregated by the subpopulations listed in 112.03(d) in the event the "safe harbor" is invoked by the school/district. By 2014, the schools/districts must meet the target. ()

f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in 112.03(d) in the event the "safe harbor" is invoked by the school/district. By 2014, the schools/districts must meet the target. ()

113. REWARDS.

01. Exemplary Status. Exemplary Status is issued to a public school when the measure of the school's student and school performance and progress exceeds the proficient level performance on the baseline adopted by the Board.

02. Distinguished Schools. The State Board of Education may identify Title I schools that exceed the Idaho performance standards as Distinguished Schools.

03. Additional Yearly Growth (AYG) – Schools and districts who improve overall scores of subpopulations or in the aggregate by greater than ten (10) percent would be considered to have achieved AYG. Given that the school/district has met AYP, AYG would designate the school/district for a reward.

114. FAILURE TO MEET ADEQUATE YEARLY PROGRESS (AYP).

The State Department of Education shall develop procedures for a Technical Assistance Plan, School Improvement, School Choice, Supplemental Education Services, Corrective Action, and an Alternate Governance Plan for approval by the State Board of Education.

01. Technical Assistance Plan. Schools and districts that fail to achieve AYP for two consecutive years will be provided with technical assistance from the State Department of Education. ()

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02. School Improvement. Schools and districts that fail to achieve AYP for two consecutive years must be placed on School Improvement, develop an improvement plan and offer school choice the following year. ()

03. School Choice. Schools and districts that fail to achieve AYP for two consecutive years must inform all parents of the School Improvement Status and offer students the option to choose another school. This is at the expense of the school/district that did not meet AYP. ()

04. Supplemental Education Services in Reading and Math. Schools/Districts that fail to meet AYP for three consecutive years must offer school choice and supplemental services in reading and math. ()

05. Corrective Action. Schools/Districts that fail to meet AYP for four consecutive years must be placed on corrective action. ()

06. Alternate Governance Plan. Schools/Districts that fail to meet AYP for five consecutive years may become governed by the State. ()

07. "Safe Harbor" Provision. If any subgroup(s) does not meet or exceed Idaho baseline (see IDAPA 08.02.03.112), the public school or district may be considered to have achieved AYP if any one of the following conditions are met: ()

a. The subgroup(s) that did not meet or exceed Idaho's baseline reduces by ten (10) percent the percentage of nonproficient students, and the school/district as a whole achieves the state baseline for proficiency for the additional academic indicator.-()

b. The subgroup(s) that did not meet or exceed Idaho's baseline for the additional academic indicator maintains or makes progress towards the baseline for the additional academic indicator or graduation rate. ()

08. Appeals Process. ()

a. The State Department of Education determines preliminary identification of all schools and districts that have not met AYP according to the state criteria. ()

b. Within 30 days of preliminary identification, the agency (district/school) reviews its data and may challenge its identification. The agency (district/school) not meeting AYP may appeal its status and provide evidence to support the challenge to the State Department of Education. ()

c. No later than thirty days after preliminary identification, the identifying agency reviews the appeal and makes a final determination of identification for school improvement. ()

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115. DATA COLLECTION.

The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in mid-October, early February, and May (end of the testing window). Each participating school is required to verify the data submitted in the files to assure accuracy. ()

116. – 127. (RESERVED). ()

11228. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE).

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. ~~Committee appointments will be for a period of five (5) years.~~ The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of ~~Vocational Education~~ Professional-Technical Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (4-1-97)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of five (5) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education. (4-5-00)

02. Multiple Adoptions Are Made In Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

~~113. -- 119. (RESERVED).~~

1209. COMMUNICATION.

01. Communication Skills Emphasis. Communication skills enabling students to be responsible citizens of their homes, schools and communities will be emphasized throughout the curriculum. The teaching and demonstrating of effective communication skills will be exemplified throughout the kindergarten through twelve (K-12) system. (4-1-97)

02. Age-Appropriate Classroom, School, And Community Activities. Each year, age-appropriate classroom, school and community activities will be provided to all students for the purpose of developing written and oral communication skills with individuals and groups. Good listening skills are a critical component of the communication process. (Section 33-1612, Idaho Code) (4-1-97)

~~121. -- 129. (RESERVED).~~