

**Idaho Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

April 22-23, 2004

North Idaho College, Coeur d'Alene

- A. Letter of Authorization Requests, Bob West**
- B. Administrative Staff Allowance Waiver Requests to Meet Accreditation Standards, Tim Hill**
- C. Applications for Remote and Necessary Schools, Tim Hill**
- D. Proposal to Divide Lake Pend Oreille School District No. 84, Dave Teater**
- E. Basic Bus Specifications, Rod McKnight**
- F. Approval for Negotiated Rulemaking, Rod McKnight**
- G. Idaho Alternate Assessment, Dr. Stephen Elliott and Elizabeth Compton**
- H. Healthy School Nutrition, SeAnne Safaii**
- I. Superintendent's Report, Marilyn Howard**

A. SUBJECT:

Letters of Authorization

BACKGROUND:

At its March 4-5, 2004, 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 4-5, 2004, 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. Approval list for Letters of Authorization

March 4-5, 2004

Letter of Authorization Requests

Attachment A

[illegible]

2 Total New Requests

B. 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 0.46 FTE of administrative staff to meet its accreditation standard. This adjustment represents an increase of \$35,408.79 in salary and benefit apportionment.

Shoshone Joint School District #312 is requesting an additional 0.20 FTE of administrative staff to meet its accreditation standard. This adjustment represents an increase of \$15,019.88 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. Administrative FTE for NASCU Accreditation
2. Letter from Moscow School District #281 (see note below).
3. Letter from Shoshone Joint School District #312 (see note below).

School Districts and Administrative FTE for NASCU Accreditation-revised April 2004

	Enrollment	FTE teachers	Required Administrative Time
Moscow SD #281			
HS	575		2.0
JH	602		2.0
Russell Elem	194	15.83	1.0
West Park Elem	236	15.81	1.0
McDonald Elem	446	26.13	1.0
Whitmore Elem	289	18.80	1.0
Superintendent			1.0
TOTAL			9.0
Shoshone SD #312			
HS	146		Not < .5
JH	77		Not < .5
Elementary	264	16.93	1.0
Superintendent			1.0
TOTAL			3.0 minimum

Note: Attachments 2 and 3 were not received in electronic form. For copies, contact Larae Ashby, 208-332-6840

C. SUBJECT:

Request for Approval as Remote and Necessary School

BACKGROUND:

Arbon Elementary School District # 383 and Pleasant Valley School District #364 have applied for recognition as remote and necessary schools under the provisions of section 33-1003(3), Idaho Code, for the 2004-2005 school year. These districts operate and maintain 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. This is the first year that Pleasant Valley School District #364 has applied.

RECOMMENDATION:

The Department of Education recommends that the above requests 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 requests by Arbon Elementary School District #383 and Pleasant Valley School District #364 to be recognized as remote and necessary. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Petition for Recognition as a Remote School - Arbon Elementary School District #383.
2. Petition for Recognition as a Remote School – Pleasant Valley School District #364.

Note: Attachments not received in electronic form. For copies, contact Larae Ashby at 208-332-6840.

D. SUBJECT:

Proposal to Divide Lake Pend Oreille School District No. 84

BACKGROUND:

A proposal to divide Lake Pend Oreille School District No. 84 has been submitted to the State Board of Education by the district board of trustees.

Under the provisions of Idaho Code § 33-312, "The state board of education may approve or disapprove any such proposal submitted to it..." If the State Board of Education approves the proposal, the Department of Education will notify the Bonner County Board of Commissioners to conduct an election by the patrons of Lake Pend Oreille School District No. 84 on the question of the division. If the State Board of Education disapproves the proposal, the question of division is resolved in the negative.

The board of trustees contracted with Dave Teater of MGT of America to put together the proposal in Exhibit 1. The trustees approved the proposal at their March 30, 2004 meeting. The proposal appears to be in compliance with the requirements of Idaho Code § 33-312, in that the proposal contains the information required and the requisite hearings were held.

RECOMMENDATIONS:

The State Department of Education recommends that the State Board of Education approve the proposal for division of Lake Pend Oreille School District No. 84. Approval would allow the Bonner County Board of Commissioners to proceed with an election by the patrons of the district to determine if the district shall be divided under the provisions set forth in the proposal for division.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposal for division of Lake Pend Oreille School District No. 84. Moved by _____, seconded by _____ and carried.

EXHIBIT:

1. School District Division Plan for School District #84, Bonner County, Idaho (see separate spiral-bound book)

Note: This attachment was not received in electronic form. For more information, contact Deb Stage at 208-332-6853.

E. SUBJECT:

Basic Bus Specifications

BACKGROUND:

During the 2003 legislative session, significant discussion emerged targeting Idaho's pupil transportation support program. Writing school bus specifications, bidding, and subsequent awarding of bids at the district level were topics of debate.

During the final days of the 2003 legislative session, Idaho Code was amended to define a "basic school bus" and limit state reimbursement to the cost of the "basic school bus." The statute stops short, however, of delineating the specific vehicle features considered to be part of a "basic school bus." That responsibility was directed to the State Board of Education.

"The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles . . . Any costs associated with the addition of vehicle features that are not part of the basic vehicle shall not be allowable in computing the transportation support program of school districts. A basic vehicle is hereby defined as the cost of the vehicle without optional features, plus the addition of essential safety features and features necessary for the transportation of pupils with disabilities." (33-1006, Idaho Code)

Statewide purchasing of school buses has also been discussed at several State Board of Education meetings over the past few years.

DISCUSSION:

In order to provide definition to Idaho's "basic school bus," the Department has drafted specifications delineating the "basic" components of a school bus. The process included a preliminary draft for preview by current pupil transportation steering committee members, a subsequent two-day steering committee meeting, and dissemination of the draft document to Idaho school bus dealers for comment.

School bus dealers have discussed the draft specifications with school bus manufacturers for clarification on specific components, i.e., availability, costs, exceptions, etc. A copy of the draft specifications has been posted on the Department's website and notification has been sent to superintendents and transportation supervisors, via regional superintendents' meetings, explaining website accessibility.

The Department will continue to communicate with transportation supervisors, superintendents, steering committee members, Idaho school bus dealers, and manufacturers and will accept comment until May 31, 2004.

The Department has contacted Idaho's Division of Purchasing for guidance in advertising a non-purchase school bus bid.

The Department will return to the Board with a final draft of the bid specifications in June, and will seek approval to move forward with the bidding process.

RECOMMENDATION:

The State Department of Education seeks Board support in moving forward with defining and specification writing of Idaho's "basic bus" prerequisite to seeking Request For Proposal.

ATTACHMENTS:

1. Summary of Idaho's Basic Bus Specifications.

SUMMARY OF IDAHO BASIC BUS SPECIFICATIONS

During the 2003 legislative session, significant discussion emerged targeting Idaho's pupil transportation support program. Writing school bus specifications, bidding and subsequent awarding of bids at the district level was a topic of debate.

During the final days of the 2003 legislative session, Idaho Code was amended to define a "basic school bus" and limit state reimbursement to the cost of the "basic school bus." The statute stops short, however, of delineating the specific vehicle features considered to be part of a "basic school bus." That responsibility is directed to the State Board of Education.

In order to provide definition to Idaho's "basic school bus," the department has drafted specifications delineating the "basic" components of a school bus. A preliminary draft of the basic bus specifications can be obtained by visiting www.sde.state.id.us/finance/transport. A summary outline of that document follows.

1. Construction, performance, delivery, service, certification and product documents and publication bid expectations.
2. Bus inspection, protection from weather and pre-delivery service expectations.
3. Parent bore diesel engines of similar horsepower and torque.
4. Four standard passenger capacity ratings with related weight ratings, brake sizes and wheelbase lengths.
5. Air brakes specified; will not prohibit purchase of hydraulic brake systems.
6. Bumper, driveline, exhaust system, fenders, hoods, frame and fuel tank configuration and draw requirements.
7. Electrical systems including, speed control system, horns, lights, including daytime running lights and instrument panel lights and new technology, i.e., multiplex wiring.
8. Radiator, coolant, hose and hose clamps, oil filter and chassis lubrication requirements.
9. Paint requirements.
10. Shock absorbers, front springs, rear air-ride suspension, steering, turning radius, tires, wheels and towing (hooks) requirements.
11. Automatic transmission required; will not prohibit purchase of standard transmission.
12. VIN and GVWR labeling.
13. Body dimension (four body sizes) expectations with appropriate labeling.
14. Body construction, including design, materials, floor, floor plate, stowell and floor covering(s).
15. Body frame, body testing, roof stringers, side stringers, front and rear framing, skirt reinforcement, wheel housings, rub rails, exterior and interior paneling/molding and metal preparation.
16. Crash barrier(s), handrails and seating, including passenger, restraint systems (CSRS), driver's seat, lap/shoulder belts, and belt cutter(s).

17. Electrical access control panel(s), relays, lighting (dome, stepwell, exterior, instruments, clearance, marker, stop, tail, back-up light/alarm, turn signals, etc.), body electrical wiring, including new technology, i.e., multiplex wiring. Light emitting diode (LED) technology expectations.
18. Eight light warning/student loading systems, including flashing stop arm requirements.
19. Heating, defrosting, insulation and ventilation expectations.
20. Doors and exits, including emergency egress systems/doors, and related exit alarm systems.
21. Windows, windshield and related glass requirements.
22. Battery carrier(s), bumper(s), attachments and accessories, including interior, crossover and exterior mirrors, wipers/washers, sun visor, license plate, first aid and body fluid kit, fire extinguisher, warning devices, storage compartments, windshield steps, fuel filler opening(s), reflectors, fans, PA/radio system, noise suppression, splashguards, etc.
23. Passenger Advisory System(s).
24. Body to chassis mounting, including preparation and installation.
25. Metal treatment and painting, lettering, reflective material, labeling, etc.

Draft specifications are available for downloading at www.sde.state.id.us/finance/transport.

F. SUBJECT:

Notice of Rulemaking – Negotiated Rulemaking

BACKGROUND:

During the 2003 legislative session, significant discussion emerged targeting Idaho's pupil transportation support program. In April 2003, the Joint Legislative Oversight Committee directed the Office of Performance Evaluations (OPE) to review fiscal accountability of pupil transportation in Idaho. The report detailed nine recommendations. Three of the recommendations are directed to the State Board of Education, five are directed to the State Department of Education, and one is directed to the Boise School District. OPE Report 04-02 is available for previewing at <http://www2.state.id.us/ope/Reports/Rept0402.htm>

During the 2003 legislative session, 33-1006, Idaho Code, was amended and effective July 1, 2004, pupil transportation reimbursement to school districts exceeding statewide averages will be capped.

During the 2004 legislative session, several bills targeting pupil transportation oversight authority and responsibilities, driver qualifications, contracting, auditing, purchasing, student safety, and funding (including virtual charter schools) were passed. House Bills 603a, 847 and Senate Bills 1311, 1323a, 1331, 1344, 1345, 1346a, 1347 and 1443 are available for viewing at <http://www3.state.id.us/oasis/minidata.html>

DISCUSSION:

In order to provide direction related to OPE report 04-02 recommendations, legislators passed legislation. SDE pupil transportation staff believes that rulemaking will be necessary following the OPE report and 2004 session laws. Pupil transportation staff, in cooperation with State Board of Education staff, should evaluate OPE recommendations and 2004 session law prerequisite to drafting administrative rules dealing with:

- Driver qualifications
 - Insulin dependent waivers
 - Insulin dependent personnel monitoring
 - Identifying approved endocrinologists
- Evaluation, inspection and review triggers for capped school districts

- Waiver process for capped school districts
- Program and fiscal review/spot inspection procedures and responsibilities
 - Increased frequency
 - Scope
 - Corrective action plans
 - Evaluation of capped school districts
- Detailing necessary resources for effective oversight and results
- Define effective cost containment measures
 - Publication of district reimbursement trends
 - Modify district data gathering techniques prerequisite to providing meaningful comparative information
 - Develop best practices tailored to district needs and efficient and safe operations
 - Define Medicaid billing and reporting process between Department of Health and Welfare, State Department of Education, and school districts
- Define equitable student rider count methodology
- Evaluate current district contracting and bidding practices
 - Evaluate and appropriately modify current SDE model contract
 - Establish criteria and guidance for school district use of model contract
 - Establish contract approval process
 - Develop model bidding review guidelines/best practices
 - Define criminal background check procedures; contractor responsibility equal to district responsibility
- Define, to the greatest extent possible, proprietary/non-proprietary bid information
- Develop lifecycle costing criteria for the replacement of school buses

RECOMMENDATION:

The State Department of Education seeks approval to prepare a Notice of Negotiated Rulemaking for publication in the June Administrative Bulletin.

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove/table a Notice of Negotiated Rulemaking for publication in the June Administrative Bulletin.

ATTACHMENTS:

1. Notice of Intent to Promulgate Rules (Negotiated Rulemaking)

IDAPA 08-IDAHO STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0403

NOTICE OF INTENT TO PROMULGATE RULES - (NEGOTIATED RULEMAKING)

AUTHORITY: In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency intends to propose rules and desires public comment prior to initiating formal rulemaking procedures. The action is negotiated rulemaking authorized pursuant to Sections 33-1501 through 33-1512 and 33-1006, Idaho Code.

HEARING SCHEDULE: Hearings on the negotiated rulemaking will be held as follows:

June 25, 2004, 12:00 p.m. to 5:00 p.m. - Idaho State Department of Education, LBJ Building - 2nd floor Conference Room - 650 State St., Boise, ID 83720-0027. The meeting site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the meeting. For arrangements, contact the undersigned at (208) 332-6811.

METHOD OF PARTICIPATION: Persons wishing to participate in the negotiated rulemaking process must do the following:

Interested persons may submit written comments through June 25, 2004. Requests to give oral presentation during the June 25, 2004 public hearing must be submitted prior to June 25, 2004. Interested individuals will have an additional opportunity to participate during the proposed rulemaking phase.

Copies of the preliminary draft of the text of the proposed rule will be provided to superintendents and other interested parties during regional superintendents meetings during May with ongoing discussion opportunities during June.

DESCRIPTIVE SUMMARY: The following is a statement in nontechnical language of the substance and purpose of the intended negotiated rulemaking and the principle issues involved:

Current administrative rules related to Idaho's pupil transportation support program became effective following State Board of Education and legislative review on July 1, 2004. Changes in Standards for Idaho School Buses and Operations related to new school bus construction standards are anticipated. Changes in Standards for Idaho School Buses and Operations related to operations, driver qualifications and bus purchasing are anticipated in response to OPE reports 03-02 and 04-02, legislative inquiries, recent session law and legislation and State Board of Education requests.

The goal of the State Department of Education is to clarify standards language where appropriate and continue in its support of rules and procedures designed to promote safety, equity, accountability and efficiency.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES:

For assistance on technical questions concerning this negotiated rulemaking or to obtain a copy of the preliminary draft of the text of the proposed rule, contact Rodney D. McKnight, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6851 or fax to (208) 334-3484.

Anyone may submit written comments regarding this negotiated rulemaking. All written comments must be directed to the undersigned and must be delivered on or before June 25, 2004.

DATED this 23rd day of April, 2003.

Dr. Marilyn Howard, Superintendent of Public Instruction
State Department of Education
650 West State Street - P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-6811 - (208) 332-6836 fax

G. SUBJECT:

Idaho Alternate Assessment

BACKGROUND:

The (IAA) is a statewide assessment, developed by the Idaho State Department of Education (SDE) Special Education Bureau, to use in conjunction with the Idaho Standard Achievement Test (ISAT), Direct Writing Assessment (DWA), Direct Math Assessment (DMA), and Idaho Reading Indicator (IRI) to assess students with significant disabilities who cannot take these assessments even with accommodations or adaptations.

Idaho is required to implement an accountability system that meets the requirements of two pieces of federal legislation: **Individuals with Disabilities Education Act (IDEA) Amendments of 1997** and the **No Child Left Behind Act (NCLB) of 2002**. Both pieces state that all students, including students with disabilities, participate in the state accountability system. IDEA of 1997 required that states develop and implement an alternate assessment for students with significant disabilities. The NCLB Act regulations, enacted December 9, 2003, further defined how students with significant cognitive disabilities are to be included in the state accountability system. The SDE has developed and administered the IAA beginning in 2000-2001 to fulfill the requirements of IDEA 1997 and, more recently, NCLB 2002.

DISCUSSION:

The SDE Special Education Bureau has been developing the IAA since the reauthorization of the IDEA in 1997. In 2000-2001, Idaho was required to begin administering an alternate assessment for students with disabilities who could not participate in the regular assessments even with accommodations. The development of the Idaho Alternate Assessment was based on alternate content knowledge and skills that were aligned to the Idaho State Achievement Standards for all students. An alignment study was completed by Andrew T. Roach, Wisconsin Center for Education Research, University of Wisconsin-Madison, in November 2003.

In the IDEA regulations, all states were required to establish guidelines for participation in their alternate assessments. Information from *Analysis of Comments: Federal Regulations for IDEA* was used in the development of the guidelines. It indicated that an alternate assessment was intended for a very small percentage of students with disabilities. Idaho established three participation guidelines to meet the intent of the IDEA legislation; these three guidelines are now being used to meet NCLB regulations also.

The assessments are rating scales that have a clearly defined structure, scoring criteria and procedures that identify the same performance levels as in the ISAT. Unlike other assessments, the IAA includes a data collection process that takes 4-8 weeks and is not a one-day event.

The Special Education Bureau continues to engage in reliability and validity studies to ensure psychometrically sound assessments that are useful to teachers in making good educational decisions for students with disabilities.

IMPACT:

The Idaho Alternate Assessment meets the federal IDEA and NCLB requirements for students with disabilities participating in statewide accountability systems.

ATTACHMENTS:


1. Idaho Alternate Assessment for Students with Disabilities (Power Point presentation)
2. Idaho Alternate Assessments in Reading, Language Arts, and Mathematics

Note: Attachments #2 was not received in electronic form. For more information, contact Rachel Rychener at 208-332-6910.

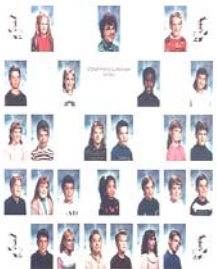
Idaho

Alternate Assessment for Students with Disabilities

Stephen N. Elliott, PhD
University of Wisconsin-Madison
For the
Idaho State Board of Education
April 23, 2004



Educational Accountability for ALL Students



The Legal/Policy Context

- With the reauthorization of the *Individuals with Disabilities Education Act* (IDEA, 1997), all students, including students with disabilities, are required to participate in state accountability systems.
- With the passage of the *No Child Left Behind Act* (NCLB, 2002), testing will also be enacted in all grades 3-8 and once 10-12 by 2005.
- Individual states are responsible for implementing accountability systems that meet these Federal criteria.

Michele - Case #1



Michele is an 8th grader who has had some difficulty learning and frequently exhibits poor work habits. She is functioning Below grade level expectations in almost all subjects, but does not qualify for special services.

Tia - Case #2



Tia is a 4th grader who is classified as learning disabled. Her instructional reading level is 2nd grade, but she receive all her instruction in regular classes with some support from a consulting special education teacher. She has good listening and memory skills, and is a highly motivated student.

Chris - Case #3



Chris is chronologically a 10th grader who was diagnosed with Downs Syndrome at birth. Due to his cognitive delays and communication difficulties, he receives much of his education in a structured special education classroom with 6 other students with

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Alternate Assessment:
The Ultimate Accommodation

General Assumptions

1. An alternate assessment is an assessment that is used in place of the typical assessment. Data are collected via alternate assessments when students cannot take standard forms of assessment even with accommodations.
2. Alternate assessments are curriculum-relevant. The focus of the curriculum for students who participate in an alternate assessment is most likely quite different from the typical/regular curriculum.

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Alternate Assessment
Assumptions

3. Performance on alternate assessments will serve as a substitute for information obtained through typical, on-demand assessments . The results should be interpreted in ways to ensure accountability.
4. Information gained from alternate assessments should serve as an index of student progress toward meeting standards that are held for all students.

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Who Takes the IAA?

Students are eligible to take the IAA in reading (K-10), language arts (2-10), and mathematics (2-10) if their IEP team answers "yes" to each of the following three questions:

1. Does the student's demonstrated cognitive ability and adaptive behavior prevent completion of the general education curriculum even with program modifications?
2. Is the student's course of study *primarily* functional-skill and living-skill oriented (typically not measured by district and/or state assessments)?

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Who Takes the IAA? (Cont.).

3. Is the student unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of these skills without intensive, frequent and individualized instruction?

If the team answers "no" to any of the three questions, it must determine how the student will participate in the general education state and/or districtwide assessments.

Parents must be informed as the IEP team meeting that their child will be assessed on alternate content knowledge and skills.

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What Does the IAA Look Like?

- The IAA includes 36 items representing prerequisite knowledge and skills in core academic areas (reading, language arts, and mathematics). These items are based on the Alternate Content Knowledge and Skills.
- Teacher rates the **Achievement level** on a 4-point scale (1 = Non-Existent/Beginning to 4 = Generalized) and the **Progress level** on a 4-point scale (1 = beginning to 4 = excellent).
- By combining the Achievement level and Progress level ratings, you get a 16-point scale used to characterize a student's performance on each of the items in reading, language arts, and mathematics.

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IAA Scores: The Example of Reading

The IAA Reading Test is comprised of 12 items that are rated according to 4 achievement levels and 4 progress levels. This results in a 16-point two dimensional system that is characterized as follows:

1 = Nonexistent-Beginning	9 = Developing-Beginning
2 = Nonexistent-Little	10 = Developing-Little
3 = Nonexistent-Good	11 = Developing-Good
4 = Nonexistent-Excellent	12 = Developing-Excellent
5 = Emerging-Beginning	13 = Generalized-Beginning
6 = Emerging-Little	14 = Generalized-Little
7 = Emerging-Good	15 = Generalized-Good
8 = Emerging-Excellent	16 = Generalized-Excellent

Total scores on the Reading Test can range from 12 to 48. The average score for this test is 4.5 points.

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The IAA Process

Once the IEP Team decides that a student is eligible for an alternate assessment, a 5-step process must be followed:

Step 1: Align IEP Goals & Objectives with Alternate Knowledge & Skills

Step 2: Collect Performance Evidence for Aligned Items

Step 3: Analyze and Rate all Items

Step 4: Summary of Scores and Proficiency Level

Step 5: Report Scores and Proficiency Level information for use in AYP and instructional decisions

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Teachers as “Tests”



❖ Teachers can be highly reliable judges of students' academic and social behaviors when provided a structure for reporting their observations.

❖ Key Studies on “teachers as tests”

- Gresham, Reschly, & Carey (1987)
- Hoge & Coladarci (1989)
- Gresham, MacMillan, & Bocian (1997)
- Demaray & Elliott (1998)

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Evidence of Skills

- Work Samples
- Published Tests
- Observations
- Interviews
- Video/Photo
- Audio Tape

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Proficiency Levels

A total score for a student is computed by summing the combined Achievement-level and Progress-level ratings for an entire scale. The total score in each content area is used to determine the student's **Proficiency Level**.

A student's proficiency level can be one of four levels:

- Advanced
- Proficient
- Basic
- Below Basic

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The Meaning of "Proficient" on the IAA

"The student demonstrates developing use and application of alternate knowledge and skills and exhibits them with concrete-level and some abstract-level tasks."

Characteristics include:

- ◆ Performances are sometimes spontaneous.
- ◆ Degree of dependency increases as the tasks become more abstract.
- ◆ Needs support and assistance at this achievement level.
- ◆ Needs re-teaching and repeated practice to maintain proficiency in one or more settings.
- ◆ Performs many skills at the developing level of achievement.

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Proficiency Score Ranges & Cut-Scores

- **Committees of educators determined the cut-scores**
- **Used a modified Bookmarking Procedure**
 1. Mean item difficulties
 2. Impact data
- **Cut-Scores required for Proficiency increase developmentally across the grade spans**

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Establishing the Reliability of Results

- All measures have some error.
- Use Inter-rater Agreement Method with 2 raters
- The accountability decision concerning “Proficient” versus “Not Yet Proficient” is critical and must be based on highly reliable judgments.
- Raters 1 and 2 must generally agree on a student’s functioning but not match perfectly.
- There are procedures for resolving disagreements.

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Reporting Alternate Assessments

- Computer administered to teachers.
- For School and Statewide Accountability Reports individual students’ Proficiency Level data will be translated as follows to yield data on the percentage of students who are “Proficient” for AYP purposes:
Below Basic or Basic => **Not Yet Proficient**
Proficient or Advanced => **Proficient**

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Validity

When you test a student in basic mathematics, you are testing a *sample* of that student’s mathematical knowledge and skills. From the resulting test score, you make an inference about the student’s ability to add, to subtract, etc. Your inference depends on the truthfulness or meaning of the test, its validity.

Validity refers to the adequacy and appropriateness of the interpretations made from assessments, with regard to a particular use.

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Validity Evidence for IAA Scores

- **Content validity:** Alignment with standards
- **Concurrent validity:** Relationship to other measures such as adaptive behavior scales & academic competence ratings
- **Predictive validity:** Relationship to scores on the Academic Competence Evaluation Scales for students who took IAA and those regular test
- **Reliability & SEM estimates:** Inter-rater and internal consistency measures used

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The IAA: Key Concepts

- Alternate Content Knowledge & Skills
- Teachers as Tests; Teachers as Collaborators
- Alignment with Alternate Content Standards
- Extension of Proficiency Standards
- Evidence-based and Psychometrically Sound
- Assessment should have instructional utility

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Resources

The Idaho Department of Education has developed a number of documents and related support materials to assist educators and parents to understand and use the IAA wisely. All of these materials are available on line, so visit:

www.sde.state.id.us/SpecialEd/

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H. SUBJECT:

Healthy School Nutrition

I. SUBJECT:

Superintendent's Report