

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004**

TAB	DESCRIPTION	ACTION
1	PROGRAM APPROVALS a. Informatics Research Institute-ISU b. M.S., Geographic Information Science-ISU	Motion to Approve
2	WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION (WICHE) CHANGING DIRECTION GRANT: Integrating Higher Education Financial Aid and Financing Policy	Information Item
3	UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE COMMITTEE ON ADMISSIONS FOR THE WWAMI (WASHINGTON, WYOMING, ALASKA, MONTANA, AND IDAHO) PROGRAM	Motion to Approve
4	HIGHER EDUCATION RESEARCH COUNCIL (HERC) FY 2005 BUDGET	Motion to Approve
5	APPROVAL OF PENDING RULE GOVERNING LEP TESTING AND PARTICIPATION REQUIREMENTS	Motion to Approve
6	APPROVAL OF TEMPORARY AND PROPOSED RULE TO ESTABLISH AWARDS FOR RECOGNITION OF SCHOOL ACHIEVEMENT	Motion to Approve
7	COMMITTEE ON TEACHER MENTORING	Information Item
8	UPDATE ON TEACHER COMPENSATION	Information Item
9	U.S. DEPARTMENT OF EDUCATION'S PREPARING AMERICA'S FUTURE HIGH SCHOOL INITIATIVE—PARRA BYRON	Information Item

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AUGUST 12-13, 2004

SUBJECT

Program Approvals

- New Instructional Unit – Informatics Research Institute, ISU
- New Graduate Program – M.S., Geographic Information Science-ISU

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.2,4, and 5, Program Approval and Discontinuance

Section 33-107 (7), 33-3002, and 33-3006 (3) Idaho Code

BACKGROUND

In accordance with Board policy III.G.4.(a) (1), Board approval is required prior to implementation of any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than \$250,000 or more per year. In accordance with Board Policy III.G.4, (a) (2), the Executive Director is authorized to approve, prior to implementation, any new academic program, instructional unit, minor, option, or emphasis with a financial impact of \$250,000 or more per year.

At the Council on Academic Affairs and Programs (CAAP) Committee meeting held on July 8, 2004, Idaho State University shared with CAAP their intent to create a new instructional unit entitled Informatics Research Institute (IRI). The budget for IRI surpasses the \$250,000 mark for FY05 and FY06, however the source of funds comes from reallocation of appropriated funds. (see page 3). The Board's policy on program approval does not directly address whether the Board must approve, or the Executive Director may approve a request with mixed sources of funding, i.e., federal monies, reallocation. Therefore, the Board office is forwarding ISU's request for Board review and consideration.

In accordance with Board policy III.G.5.a.3, a request for a new graduate program requires a full proposal. Idaho State University is proposing a new graduate program in Geographic Information Science. The Notice of Intent was approved by the Board at its January 26-27, 2004 meeting.

DISCUSSION

CAAP, in using Board policies on program review, has acted on the Board charge to evaluate new program requests. The review of these programs has been completed and is now being forwarded to the Board for approval. See attachment for summaries of proposed requests.

IMPACT

If Board approved, the institutions will implement these programs and will be subject to future monitoring for program compliance.

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STAFF COMMENTS AND RECOMMENDATIONS

ISU's request for a new M.S. degree in Geographic Information Science is consistent with their 8-Year Plan for Delivery of Academic Programs in the Southeast Region. Board staff and CAAP recommend approval as presented.

BOARD ACTION

Depending upon the Board's disposition on this type of request; a motion to approve Idaho State University's Informatics Research Institute.

A motion to approve Idaho State University's program request to offer a new Masters of Science in Geographic Information Science.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Program Request - Summaries

Idaho State University has submitted program and instructional unit proposals for Board approval. CAAP and Board staff has reviewed these proposals and recommend approval.

a. Informatics Research Institute, ISU

Idaho State University proposes to create the Informatics Research Institute (IRI), which will act as a coordination focus for centers across campus.

Informatics is an integrative discipline that arises from the synergistic application of computational, informational, cognitive, organizational, and other disciplines whose primary focus is in the acquisition, storage and use of information in a broad spectrum of domains. The IRI will aid in developing interdisciplinary programs in informatics, develop and offer outreach programs, coordinate activities of various related centers on campus, provide leadership in critical infrastructure protection, develop infrastructures to support research in diverse fields and make recommendations about the development of interdisciplinary AA, AS, BA, BS, Masters, and doctoral programs. Due to the interdisciplinary nature, the IRI will be an independent entity reporting to the Office of the President through the Vice President for Academic Affairs.

Currently, no other institution in the state of Idaho operates an integrated Informatics program. Most programs are similar to the one at Indiana University. It is one of the largest programs in the USA. Their implementation is broader than envisioned in this proposal. Indiana University program is implemented as a School of Informatics.

The director of the IRI will be the current University Professor of Informatics. The IRI will rely on individuals appointed as IRI associates. These individuals may or may not be ISU faculty; however, they will have demonstrated a commitment to one or more of the IRI projects. Courses offered through the IRI will be cross-listed and credited to the appropriate departments.

Current space occupied by the National Information Assurance Training Education Center and Simplot center will be adequate for the next three years. Additional space will be requested as needed. Operational funding is requested for clerical support and travel, no capital equipment acquisition is anticipated during the first three years of operation. In general, there is no immediate need to increase library holdings since most of the discipline specific material is already held by appropriate departments; however, there are small acquisitions for general use. This is budgeted in the support funding. The IRI will seek sponsorship for internal and external projects in close cooperation with sponsored research.

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A. Source of Funds	FY04	FY05	FY06
1. Appropriated Funds—Reallocation	\$246,542	\$253,983	\$261,556
2. Appropriated – New			
3. Federal			
4. Other			
B. Nature of Funds			
1. Recurring *	\$246,542	\$253,983	\$261,556
2. Non-recurring **			
Grant Total	\$246,542	\$253,983	\$261,556

* Recurring is defined as ongoing operating budget for the program, which will become of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

b. M.S., Geographic Information Science—ISU

Idaho State University (ISU) proposes a new Master of Science program in Geographic Information Science (GIS). This degree program is an outgrowth of the existing Geotechnologies Certificate. This program will be housed in the Department of Geosciences with support from the GIS Training and Research Center, and the departments of History, Biological Sciences, and Anthropology. This program requires students to conduct scientific research using geotechnical tools and develop or improve geotechnical methodologies.

The proposed M.S. in Geographic Science will be offered at both the Pocatello and Idaho Falls campuses of ISU and will be administered in the Department of Geosciences by the Graduate Program Director who oversees student recruitment, faculty review of applications, formal and informal student contact, and general student advising. A GIS graduate program committee will be established and charged with maintaining program quality, assessing student outcomes, reviewing student application materials, and making recommendations for acceptance to the program. ISU has future plans to implement the program fully at the Idaho Falls campus as resources become available. Ultimately, some of the core curriculum may be taught at Twin Falls and Boise, however, there are no immediate plans to implement the complete program at any of these locations. Additional departments will be added to the participation list as interest and need arises.

The proposed degree program is unique to the State of Idaho. No other university in Idaho offers an M.S. in GIS. There are some degree programs that offer emphasis areas in GIS, yet no program is totally devoted to GIS itself, i.e., University of Idaho's Department of Geography offers an M.S. in Geography with an emphasis in GIS and Remote Sensing.

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The leading professional GIS society, Urban and Regional Information Systems Association (URISA), is certifying GIS professionals. At this time, there is no accreditation for GIS programs. However, URISA is developing an accreditation for universities and colleges that offer GIS programs. The structure of the existing Geotechnologies program and the proposed GIS program has been designed to address URISA's academic requirements for certification. The ISU GIS program will seek accreditation when formalized by URISA.

The demand for GIS professionals, even at the entry level, exceeds the supply generated by ISU's certificate program. The implementation of a new Master of Science degree program will allow students to specialize in Geographic Information Science and provide better-qualified professionals to meet the demand in Idaho. The continuation of the existing certificate program is still necessary, however, to accommodate those students who wish to specialize in one field while acquiring marketable GIS knowledge and skills. Additionally, there is an increasing nationwide demand for GIS professionals. Regional demand has been expressed through a large number of e-mails, letters, and signature lists from students and GIS professionals currently working at local as well as national firms and agencies.

The M.S. in Geographic Information Science enhances ISU's role as a regional center for emerging technology based needs; is a specialized program in the fields of science and technology addressing aspects of, for example, global positioning system, remote sensing, spatial modeling, geostatistics, and information technology; and GIS systems have wide applications, including the health profession where applications range from epidemiology to DNA modeling.

One new tenure-track faculty position (in Idaho Falls) in the Department of Geosciences has been designated fully to the Geotechnology program, and one currently open tenure-track position has been designated to have a significant Geotechnology research component. A new open Lecturer position administered by the GIS Center and the Department of Geosciences will cover some core courses. One or more workstudy students will be required to provide staff support, however, subsequent funding for a part-time office assistant may be sought through external grants and contracts, and potentially from the state budget, as the program grows.

Existing library resources are adequate to implement the M.S. program; however, the GeoTechnology journals currently subscribed to by the library are not scheduled to be renewed this year. Thus, monies have been allocated to the baseline of the library in order to meet these needs. No new facilities, equipment, or other instrumentation is anticipated at the present time.

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A. Source of Funds	FY06	FY07	FY08
1. Appropriated Funds—Reallocation			
2. Appropriated – New	\$26,000	\$26,000	\$26,000
3. Federal			
4. Other			
B. Nature of Funds			
1. Recurring *	\$26,000	\$26,000	\$26,000
2. Non-recurring **			
Grant Total	\$26,000	\$26,000	\$26,000

* Recurring is defined as ongoing operating budget for the program, which will become of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

October 2002

2. Classifications and Definitions

b. Instructional Units

Instructional Units include: Departments, Institutes, Offices, Centers, Divisions, Schools, Colleges, Campuses, Branch Campuses, and Research Units.

4. Program Approval Policy

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;
 - (1) Board Approval – Board approval prior to implementation is required for any new:
 - (a) professional-technical program,
 - (b) academic program leading to a master's, specialist or doctoral degree,
 - (c) major,
 - (d) academic program, instructional unit, minor, option, or emphasis with a financial impact* of \$250,000 or more per year
 - (2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than \$250,000 per year
- b. Existing instructional programs, majors, minors, options, emphases and instructional units.
 - (1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.
 - (2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved

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by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

c. Routine Changes

Non-substantive name or title changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval.

5. Approval Procedures

a. Board Approval Procedures

- (1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board.
- (2) The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. Professional-technical requests will be forwarded to the Idaho Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.
- (3) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the CAAP meeting.
- (4) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

b. Office of the State Board of Education Approval Procedures

- (1) All requests requiring approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At his discretion, the Chief Academic Officer shall forward the request to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.

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- (2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to reconsider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.
- (4) Distance Learning Delivery and Residence Centers

All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

Idaho Statutes

TITLE 33

EDUCATION

CHAPTER 1

STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

TITLE 33

EDUCATION

CHAPTER 30

IDAHO STATE UNIVERSITY

33-3002. PURPOSES OF IDAHO STATE UNIVERSITY. Idaho State University shall be a comprehensive institution of higher education giving instruction in undergraduate, professional and graduate education, as approved by the board of trustees.

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Courses of instruction in the college of pharmacy shall be such as shall meet the standard requirements as are now, or hereafter may be, recommended by the recognized accrediting agency for schools or colleges of pharmacy, and the usual degrees shall be granted for completion of courses in pharmacy.

The board of trustees may establish professional-technical and other courses or programs, as it may deem necessary, and such courses or programs may be given or conducted on or off campus, or in night schools, summer schools, or by extension courses.

TITLE 33
EDUCATION
CHAPTER 30
IDAHO STATE UNIVERSITY

33-3006. GENERAL POWERS OF BOARD OF TRUSTEES. The board of trustees of the Idaho State University shall have the following powers:

3. With the advice of the president, to prescribe the courses and programs of study, the requirements for admission, the time and standard for graduation, and to grant academic degrees to those students entitled thereto.

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SUBJECT

WICHE (Western Interstate Commission for Higher Education) Changing Direction Grant: Integrating Higher Education Financial Aid and Financing Policy.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.N.1, Grants and Contracts

Idaho State Board of Education Governing Policies and Procedures, Section V.C.1.d, Spending Authority

BACKGROUND

In November 2001, The Western Interstate Commission for Higher Education began a two-phase project with funding from the Lumina Foundation for Education entitled Changing Direction: Integrating Higher Education Financial Aid and Financing Policy. The purpose of the project is to examine how to structure financial aid and financing policies and practices to maximize participation, access and success for all students. Partners in this project are the Center for Policy Analysis at the American Council on Education (ACE), National Conference of State Legislatures (NCSL), and State Higher Education Executive Officers (SHEEO).

Five states were selected to participate in the first phase (Arizona, Connecticut, Florida, Missouri, Oregon). Idaho was selected as one of five states (Idaho, Hawaii, Louisiana, Tennessee, Oklahoma) to participate in the second phase of this project.

DISCUSSION

One of the goals of the project is to achieve an integrated state policymaking framework and process so that policies related to tuition, financial aid, and appropriations are coordinated, occur in an environment of collaboration, and support state goals for higher education.

Idaho's goals include:

- Conducting a state financial aid, tuition, and appropriations policy and data inventory;
- Broadening participation in policy-making efforts; building consensus among key policy and educational leaders, businesses, philanthropies, students, and student families on the factors involved in and the financial support to pay the cost of a college education; and
- Improving collaboration in aligning tuition, fees and financial aid policies and state appropriation decisions; and communicate results, processes, efforts through multiple venues, e.g. American Council on Education, National Conference of State Legislatures, National Governors Association, as well as regional and multi-state forums.

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IMPACT

The WICHE project will provide \$6000 dedicated for use toward project expenditures. The Office of the State Board of Education (OSBE) estimates that an additional \$4100 will be needed for project costs.

The knowledge and experience gained by participation in the project will be used to implement improvements to the existing policymaking framework. We anticipate that by bringing policy makers, educators, and business leaders together to educate, to inform and to facilitate discussions, we will be able to develop tuition and fee, financial aid and appropriation policies that are aligned with the goals of the State Board of Education and the goals of the state.

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.



A project funded by Lumina Foundation for Education

In November 2001, WICHE began a two-phase project with funding from Lumina Foundation for Education entitled *Changing Direction: Integrating Higher Education Financial Aid and Financing Policy*. The purpose of this project is to examine how to structure financial aid and financing policies and practices to maximize participation, access, and success for all students. Our primary partners are the Center for Policy Analysis at the American Council on Education (ACE), National Conference of State Legislatures (NCSL), and State Higher Education Executive Officers (SHEEO).

Changing Direction is designed around an integrated approach to appropriations, tuition, and financial aid policies to foster access and success. The project addresses current practices and policies, and emphasis is on exploring innovative, creative, perhaps untested approaches to national- and state-level challenges. Working with a small number of states, one of our goals is to achieve a holistic state policymaking framework and process so that policies related to tuition, financial aid, and appropriations are aligned, occur in an environment of collaboration, and support state goals for higher education. A more detailed description is available at http://wiche.edu/Policy/Changing_Direction/index.htm.

Phase One activities, which were completed in September 2003, included conducting a state financial aid, tuition, and appropriations policy and data inventory; surveying state legislators on their perceptions of effective financial aid, tuition, appropriations policies and practices and examining the efficacy of these perceptions; providing technical assistance to the five *Changing Direction* states selected through a competitive process; establishing a national advisory board on research issues and developing a research agenda; and commissioning research papers.

This fall, WICHE began the second stage of this project. Phase Two includes a commitment to broader participation by the public two-year sector and a focus on aligning financial aid and financing policies to enhance retention to graduation. It also allows us to invite additional states to *change direction*. Those selected will receive technical assistance and host roundtables to develop consensus among key policy and education players and achieve implementation, as well as hold leadership institutes for legislators, executive office policy directors, trustees, and board members. Multi-state forums will be convened to seek input from key players, disseminate information, and generate continued dialogue on regional and national issues. In addition, a national forum will be held in 2004. In this second stage of the project, emphasis also is being placed on expanding the stakeholders and the sectors involved in *Changing Direction*.

Call for Participation

A central strategy to achieve our goals is to work directly with five new states to explore and implement innovative ways of improving the policymaking framework and state-level decision-making involving tuition, financial aid, and appropriations.

We invite states to submit a letter of interest together with the attached form to participate in this project. Submissions are due by 4:00 p.m. MST on Friday, January 16, 2004. All submissions will be reviewed, and invitations to participate will be sent to selected states by mid-February. We anticipate inviting five states from around the nation to participate.

State Commitment

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States that are selected will be involved in this project for two years. The state must commit to participation during the first state technical assistance period, which will run from approximately March 2004 to February 2005, with the understanding that involvement in a second year is highly recommended in order to have time to more fully develop the planning and groundwork achieved.

A strong proposal will include involvement from both the two- and four-year sectors of public higher education in the state, and states are encouraged to include other significant providers of service within the purview of the project.

During the technical assistance period, each state will convene key state leadership as frequently as needed to conceptualize the project and develop an action plan. Activity during this period (approximately March 2004 through February 2005) should include:

- Identifying desired state outcomes and outputs;
- Describing the status of tuition, financial aid, and appropriations decision-making at the initiation of the project, including state trends and challenges in those three areas;
- Reviewing other strategies for integrated decision-making to identify an appropriate approach;
- Initiating activities toward revising existing policies and processes for making decisions concerning tuition, financial aid, and appropriations to move toward an integrated approach;
- Appointing one or two individuals to provide leadership at the state level and serve as conveners for meetings and other activities;
- Appointing a SHEEO staff person to serve as the local coordinator and provide assistance to project staff in scheduling meetings, coordinating logistics, developing and dissemination materials, and assisting with other work as needed; and
- Securing buy-in and commitment from key constituents, including the two-year sector when possible.

Because the *Changing Direction* project cannot meet all costs that a state may incur in this activity, the state must commit limited state fiscal resources, depending on the objectives, strategies, and outcomes defined by the state.

By participating in this state-level activity, we expect that the state will agree to share its experiences, processes, and results with the broader education and policy communities and assist project staff with related evaluation activities to better understand the effectiveness of these focused state interventions.

WICHE Commitment

As the grantee for this project, WICHE commits to provide technical support, advice, and staff as needed to promote a successful experience for each selected state. We will employ a variety of activities to meet the individual state's needs in this process. For selected states, these activities include providing technical assistance such as facilitators and experts during state planning meetings, limited research and analysis funding, limited travel and meeting support, and support for other activities as needed by the state and contingent on fiscal resources from the project.

WICHE and its partner organizations will work individually with each state's leader(s) and coordinator as often as needed to assist in conceptualization and development. Activity during this period will include:

- Convening leaders from selected states via conference call or face-to-face meetings;
- Exploring opportunities through conferences and written materials to provide visibility nationally and regionally for the selected states in these efforts;
- Coordinating with each state to identify and contract with the appropriate facilitator(s) and type of expertise to work with the state;
- Appointing project staff to attend state roundtable meetings and assist the state in its work;

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- Appointing a project staff person to work with the local coordinator;
- Supporting the state as needed to help ensure success in this project; and
- Providing assistance with resource materials such as background papers other models for integrated decision-making.

To help defray expenses incurred during the technical assistance period, the *Changing Direction* project will reimburse each state up to \$6,000 for expenses such as meeting materials, meeting expenses, travel, and consultants.

For further information on *Changing Direction: Integrating Higher Education Financial Aid and Financing Policy*, please visit our Web site at http://wiche.edu/Policy/Changing_Direction/index.htm.

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IDAHO STATE BOARD OF EDUCATION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: board@osbe.state.id.us

January 16, 2004

Dr. Cheryl D. Blanco, Project Director
And Director of Policy Analysis & Research
Western Interstate Commission for Higher Education
P.O. Box 9752
Boulder, CO 80301
cblanco@wiche.edu

Dear Dr. Blanco,

Idaho is excited about the possibility of participation in phase two of the Changing Direction: Integrating Higher Education Financial Aid and Financing Policy.

Please consider our application (see attached).

Sincerely,

Gary Stivers, Executive Director

GWS/dk

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

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A project funded by Lumina Foundation for Education

Please briefly address the following questions and complete the information form below. Please e-mail by 4:00 p.m. MST Friday, January 16, 2004 to:

Dr. Cheryl D. Blanco
Director, Policy Analysis and Research
WICHE
PO Box 9752
Boulder, CO 80301
Phone: 303.541.0221 Fax: 303.541.0291 E-mail: cblanco@wiche.edu

1. Briefly describe how tuition, financial aid, and appropriations decisions are currently made in your state, including collaboration and who participates in the process.

Fee and tuition decisions are participatory at the campus level. The State Board of Education approves recommendations. The Legislature approves the expenditure of funds collected through fees and tuition. Financial aid decisions are largely campus-based, in compliance with federal and state guidelines. The Legislature and the Governor make appropriation decisions.

2. Briefly describe the challenges you face in integrating financial aid and financing policy. How do you anticipate your participation in this project helping you overcome these challenges?

Currently, these processes are rather autonomous and not integrated. The knowledge and experience gained by participation in this project will be used to implement improvements to the existing policymaking framework. We anticipate that by bringing policy makers, educators, and business leaders together to educate, to inform and to facilitate discussions, we will be able to develop tuition, financial aid and appropriation policies that are aligned.

3. Please describe the commitment among the various stakeholders and sectors that you plan to engage in this project.

Funds available for scholarship programs (need-based and merit-based) are limited in Idaho due to economic conditions. In spite of this, the majority of policy makers at all levels value Idaho's children as our greatest natural resource. They are committed to all programs and plans that keep Idaho's students in Idaho.

4. How do you anticipate incorporating current and future efforts to enhance retention?

By understanding the challenges students face with funding higher education and by helping to address those challenges through the policy making process we will enhance access, retention and completion of educational programs and degrees.

5. Briefly describe the outcomes you would expect to have achieved by the end of the first year of the technical assistance period (approximately March 2004 through February 2005).

- Broaden participation in policy-making efforts.
- Build consensus among key policy and educational leaders, businesses, philanthropies, students and student families on the factors involved in and financial support to pay the cost of a college education.
- Complete a thorough review/inventory of finance policies.
- Improve collaboration in aligning tuition and financial aid policies and state appropriation decisions.
- Communicate results, processes, efforts through multiple venues, i.e. American Council on Education, National Conference of State Legislatures, National Governors Association, as well as regional and multi-state forums.

Name Mr. Gary Stivers

Title Executive Director

Agency Idaho State Board of Education

Address 650 W. State Street
Boise, ID 83720-0037

Phone 208-332-1565 Fax 208-334-2270

E-mail gstivers@osbe.state.id.us

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WICHE

Changing Directions: Integrating Higher Education Financial Aid and Financing Policy

Description	Quantity	Expense	Reimbursement
Statewide meetings with 30 participants	3	3000	
Printing and Copying		1500	
Conference calls		500	
Postage		100	
Consultant Expense (facilitator)		3000	
WICHE Meeting/Conference for 2 Staff	2	<u>2000</u>	
WICHE reimbursement up to \$6000			<u>6000</u>

Estimated State or OSBE funds necessary for Participation

4100

Staff time commitment Estimate for 11 month project

Student Affairs Program Manager	300
Chief Technology Officer	300
Chief Academic Officer	48
Executive Director	48
Chief Fiscal Officer	80
Misc. Staff Involvement/Assistance	100

Summary of Estimated Staff Hours 876

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

N. Grants and Contracts

April 2002

N. Grants and Contracts

1. Approval of Grant and Contract Applications

All applications for grants and contracts that require the institution, school or agency to dedicate current funds or facilities or will obligate the institution, school or agency or state to dedicate future funding or significant facilities require approval by the executive director. Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments. If there is no dedicated funding or facilities obligation, the application shall be approved by the chief executive officer of the institution, school or agency or his or her designee. When requests for approval of such applications are presented to the executive director the following information must be included:

- a. Agency to which application is made.
- b. Amount of the proposal.
- c. Period of the grant or contract.
- d. Purpose of the grant or contract.
- e. Nature of obligations including amount of funds involved or facilities to be committed.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

C. Spending Authority

April 2002

C. Spending Authority

1. Monies Subject to Appropriation

d. Board Authorization Always Required

Irrespective of any other spending authority, the institutions, school and agencies under the governance of the Board must not expend, encumber, or otherwise use monies under their direct control without the specific or general approval by the State Board of Education or the Board of Regents of the University of Idaho and only in such amounts and for such purposes as are so authorized.

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INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

REFERENCE

- | | |
|--------------------|---|
| September 3, 2001 | At the Board's September 2001 meeting, the Board directed future appointments to the Idaho WWAMI Admissions Committee be managed in a manner to provide opportunities to Idaho physicians who have not previously served. |
| December 2-3, 2003 | A schedule of rotating terms of membership was created to allow the medical community greater opportunities to be involved in this activity. The Board approved the three-year rotating terms for the WWAMI Admissions Committee and approved the appointment of Dr. James Scheel as an Idaho member of the Committee due to a vacancy by Dr. James Dardis. |

SUBJECT

University of Washington School of Medicine Committee on Admissions for the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) Program.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Three Idaho physicians serve on the University of Washington School of Medicine Committee on Admissions for the WWAMI program. Idaho physicians serving on the most recent admissions committee are Dr. Roger Boe of Pocatello, Dr. Richard McLandress of Coeur d'Alene, and Dr. James Scheel of Twin Falls.

DISCUSSION

Dr. Roger Boe's term is due to end and Dr. James Dardis has expressed interested in serving once again. The Idaho WWAMI Admissions Advisory Committee has forwarded their recommendation to appoint Dr. James Dardis to the University of Washington School of Medicine Committee on Admissions. A revised rotating schedule of three-year terms has been provided for Board review and approval. A brief description of the process for Filling Vacancies to the University of Washington School of Medicine Committee on Admissions for the WWAMI Program has also been provided.

Dr. Dardis currently resides in McCall, Idaho. He earned his B.A. degree in Chemistry at The Colorado College and his M.D. at the University of Colorado School of Medicine in 1982. He did his family practice residency at the North Colorado Medical Center in Greeley, Colorado. He has practiced as a Family Physician for 17 years in the State of Idaho at Payette Lakes Medical Clinic and serves in the Emergency Room for a two county area. Dr. Dardis has served on various professional organizational boards and in various roles for the Idaho Academy of Family Physicians such as President and Vice President.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

IMPACT

A total of 72 Idaho Students receive medical education through the WWAMI program each year.

STAFF COMMENTS AND RECOMMENDATIONS

Dr. James Dardis was the only applicant at the time of the advisory board meeting and therefore, only this applicant was considered. Staff recommends the approval of the revised rotating schedule of three-year terms for the University of Washington School of Medicine Committee on Admissions to include Dr. James Dardis.

BOARD ACTION

A motion to approve the revised three-year rotating terms for the University of Washington School of Medicine Committee on Admissions and the appointment of Dr. James Dardis as an Idaho member of the Committee.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

July 28, 2004

Gary Stivers
Idaho State Board of Education
650 W. State St., P.O. Box 83720
Boise, ID 83720-0037

Dear Dr. Stivers,

The Idaho WWAMI Admissions Advisory Committee, consisting of the first-year Idaho WWAMI Director, Idaho Clinical Coordinator, Idaho State Board of Education's Chief Academic Officer or representative, Idaho WWAMI Admissions Chairperson, and a member of the Idaho Medical Association Committee on Medical Education Affairs, have identified the following Idaho Physicians to serve on the Idaho Admissions Committee for the University of Washington School of Medicine.

<i>Name</i>	<i>Home Town</i>	<i>Specialty</i>	<i>Nomination Status</i>
James Dardis, MD	McCall	Family Physician	Term 1 – 1st year
James Scheel, MD	Twin Falls	Family Physician	Term 1 – 2 nd year
Richard McLandress, MD	Coeur d'Alene	Family Physician	Last Year

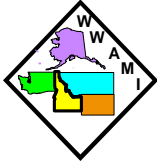
These physicians will serve on the Idaho Admissions Committee from July 1, 2004 through June 30, 2005. Please refer to the attached Idaho WWAMI Admissions Rotation schedule.

Yours sincerely,

James R. Blackman, M.D.
Idaho Clinical Coordinator
Assistant Dean, Regional Affairs and Rural Health

Copy: Werner Samson, MD

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004**



UW Medicine
SCHOOL OF MEDICINE

IDAHO WWAMI ADMISSIONS COMMITTEE

E-2004	Years Left on Term	E-2005	Years Left on Term	E-2006	Years Left on Term
Roger Boe, MD	1	James Scheel, MD	1	Dick McLandress, MD (finishing 2 nd term)	1
James Scheel, MD	2	Dick McLandress, MD	2	James Dardis, MD E-05 1 st term	2
Dick McLandress, MD	3	James Dardis, MD E-05 1 st term (replacing R Boe)	3	James Scheel, MD E-06 (Begins 2 nd term)	3
E-2007		E-2008		E-2009	
James Scheel, MD	2	James Scheel, MD (finishing 2 nd term)	1	James Dardis E-08	2
James Dardis, MD	1	James Dardis E-08 (Begins 2 nd term)	3	E07 Member (finishing 1 st term)	1
E07 Member (replacing D McLandress - Search started 2004)	3	E07 Member	2	E09 Member (replaces J Scheel - Begins 1 st term)	3

Key: E = Entering Year on the Admissions Committee as well as entering year for the class of students they interview.

Member Term Limits: Terms are three-years in length with the option to renew for a second three-year term.

E-05 Interview Dates: December 1-3, 2004 February 9-11, 2005 March 8-11, 2005

E-05 Idaho WWAMI Admissions Committee Members:

1. Richard A. McLandress, M.D., Chairman
Family Physician/Coeur d'Alene
700 Ironwood Drive, Suite 101
Coeur d'Alene, Idaho 83814
(208)667-2541 rmclandr@u.washington.edu
2. James E. Scheel, M.D.
Retired Family Physician/Twin Falls
4192 E. Aphrodite Drive
Boise, Idaho 83716
(208) 426-0452 Cell (208) 761-0893
jamscheel@aol.com
3. James Dardis, M.D.
Family Physician/McCall
Payette Lakes Medical Clinic
PO Box 1047
McCall, Idaho 83638
(208)634-2225 dardisfamily@aol.com

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
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**Process for Filling Vacancies to the University of Washington School of Medicine
Committee on Admissions for the WWAMI Program**

The process to fill a known vacancy on the Idaho Admissions Committee generally begins about one year before the vacancy is to occur.

Date	
May – July (Academic year prior to appointment)	Advertise vacancies with professional organizations: <ul style="list-style-type: none">• Idaho Academy of Family Physicians' Annual Board meetings• Idaho Medical Association Committee on Medical Education Affairs Meetings• Idaho Medical Association House of Delegates Annual Meeting Advertisements could be placed in the Idaho Academy of Family Physicians newsletter or Idaho Medical Association newsletter if necessary.
June (Academic year prior to appointment)	Applications for consideration are due.
March through June (academic year prior to appointment)	In early spring, interested candidates are interviewed by individuals of the Idaho WWAMI Admissions Committee consisting of: <ul style="list-style-type: none">• The three Idaho physician interviewing members,• First-year Idaho WWAMI Director,• Idaho Clinical Coordinator
July	Interviews are complete. Idaho WWAMI Advisory Committee holds a meeting to determine a ranking order of applicants. <ul style="list-style-type: none">• First-year Idaho WWAMI Director,• Idaho Clinical Coordinator,• Idaho State Board of Education's Chief Academic Officer• Idaho WWAMI Admissions Chairperson• Idaho Medical Association Committee on Medical Education Affairs member
August	A ranked list is compiled and sent to the SBOE for the August Board meeting.
October	Orientation of the new member.
December	University of Washington School of Medicine Committee on Admissions for WWAMI Program meets.
January - March	Interviews of students are conducted.
March	Students are notified of selection.

Academic Year: July 1 through June 30

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INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

SUBJECT

Higher Education Research Council (HERC) FY 2005 Budget.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W. 3., Higher Education Research Council Policy

BACKGROUND

The Higher Education Research Council (HERC) was allocated \$1,440,000 for FY 2005 through the colleges and universities appropriation.

DISCUSSION

The Board office provided HERC with a proposed allocation of funds for FY 2005 for review and recommendation. Historical budget information of HERC's allocation of funds was provided for the past three years to illustrate past commitments.

HERC has reviewed the budget and forwards their recommendation to disburse the FY 2005 allocation as outlined on page 2.

IMPACT

HERC funding is provided each year by the Legislature as part of the college and university lump-sum appropriation and is intended for research activities that will have the most beneficial effect on the quality of education and the economy of the state. The Board allocates funds for research activities to the four-year public institutions (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College) for the following: Infrastructure, Specific Research, Research Centers, and State Matching Awards. There is also a line item for Administrative Costs for the administration of HERC related activities.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends that the Board approve the FY05 budget allocation as recommended by HERC.

BOARD ACTION

A motion to approve the FY2005 HERC Budget Allocation as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004**

Allocation of HERC Funds	FY02 Allocation \$1,600,000	FY03 Allocation \$1,440,000	FY04 Allocation \$1,440,000	FY05 Allocation \$1,440,000
Infrastructure Funds				
BSU	\$150,000	\$125,000	\$115,000	\$125,000
ISU	\$150,000	\$125,000	\$115,000	\$125,000
UI	\$240,000	\$200,000	\$184,000	\$200,000
LCSC	\$60,000	\$50,000	\$46,000	\$50,000
Total Infrastructure	\$600,000	\$500,000	\$460,000	\$500,000
Specific Research Grant Program				
BSU				
ISU				
UI				
LCSC				
	\$0	\$0	\$0	\$0
Matching Award Grants				
NSF-EPSCoR (UI)	\$600,000	\$600,000	\$600,000	\$600,000
Total Matching Grants	\$600,000	\$600,000	\$600,000	\$600,000
Research Centers				
ISU Accelerator Center	\$351,353	\$338,900	\$305,800	
UI Center for Research on Invasive Species and Small Populations				\$331,099
Total Research Center	\$351,353	\$338,900	\$305,800	\$331,099
Costs for Administration of Research Related Activities				
Extension of Battelle Contract EPSCoR Review	\$14,500			
FY01 Carry Forward Admin. Costs	\$1,916			
FY02 - FY05 Administrative Costs	\$1,000	\$1,100	\$74,200	\$8,901
Total Administrative Costs	\$17,416	\$1,100	\$74,200	\$8,901

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004**

Allocation of HERC Funds	FY02 Allocation \$1,600,000	FY03 Allocation \$1,440,000	FY04 Allocation \$1,440,000	FY05 Allocation \$1,440,000
Total Budget / Allocation	\$1,568,769	\$1,440,000	\$1,440,000	\$1,440,000
Under / (Over) Budget	\$32,231	\$0	\$0	\$0

NOTES & OPTIONS FY02

\$1,916 FY01 Administrative Costs from FY02 Research Center Competiton. Allocated the uncommitted funds to the institutions in the Infrastructure category using current infrastructure distribution formula (40%, 25%, 25%, 10%)

NOTES & OPTIONS FY04

Decrease in infrastructure funds and move to administrative costs line item to support temporary help to assist in the running of FY05 Research Center Grant Program

NOTES & OPTIONS FY03

FY03 base reduction taken from infrastructure category at established percentages (40%, 25%, 25%, 10%) and fully funded EPSCoR and Research Center at historical and requested level of funding.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

W. Higher Education Research Council Policy

April 2002

3. Specific funding programs to strengthen research in Idaho.

The Board recognizes that talent exists on all of the campuses and the importance of permitting competition for research support and initiation funds. Therefore, the Board will use the following criteria in allocating funds for research activities under this policy at the various institutions.

Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.

a. Infrastructure.

A portion of the competitive research funding should be distributed to the state's baccalaureate and post-baccalaureate institutions to support their science, engineering and other research infrastructure. Distribution of these funds will be made according to percentages approved by the Higher Education Research Council. These funds should be reserved for library support essential to research, graduate research assistantships, post doctoral fellows, technician support, maintenance contracts, research equipment, competitively awarded summer research support, start up funds for new hires, and incentives to reward faculty for their research achievements.

b. Specific Research Funding

Faculty members at the state's baccalaureate and post-baccalaureate institutions will have an opportunity to submit research project proposals for review under this program.

- (1) All projects under this program must demonstrate economic benefit or cost savings for the State.
- (2) A major focus under this program should be start up and seed funds that will assist a principal investigator in competing for external funding.
- (3) Collaborative research projects are encouraged.

Guidelines for this program will be established by the Higher Education Research Council, will incorporate an out-of-state peer review, and will include an evaluation component for commercial applicability for the benefit of the State.

c. Research Centers.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

Many important advances can only be made with the establishment of focused research centers. Centers typically involve at least three faculty members in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type are large and, in all probability, no more than one such center per year should be established in Idaho. Minimal state funding of \$250,000 per center per year for at least three years is essential to enable centers to become nationally competitive. This is clearly a minimal amount which should be supplemented by non-state matching funds. Multiple year funding is essential for the establishment of these centers.

d. State Matching Awards.

Under this program state funds would be available to match those awarded by non-state sources by using an external peer review process.

Examples of matching entities for the state matching funds would be:

- (1) Federal Agencies
- (2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, National Aeronautics and Space Administration, etc.
- (3) Foundations e.g., Murdoc, Northwest Area, Robert Wood Johnson Grants, etc.
- (4) Business and Industry
- (5) Other

e. Post-Award Accountability

Any project receiving funding through any of the previously described Board sponsored programs will be required to report on its productivity with respect to such items as:

- number of students involved
- number of faculty involved
- external funding earned as a result
- publications in refereed journals
- presentations at professional meetings and conferences
- patents awarded or pending
- economic benefits
- problem resolution

Reporting procedures will be established and administered through the Higher Education Research Council.

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INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

SUBJECT

Approval of Pending Rule Governing LEP Testing and Participation Requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-116, Idaho Code. School Districts Under Board Supervision
Section 33-118, Idaho Code. Course of Study—Curricular Materials
Section 33-1612, Idaho Code. Thorough System of Public Schools

BACKGROUND

New guidance was received from the U.S. Department of Education on February 23, 2004, regarding the testing of Limited English Proficient (LEP) students. The guidance informed states that the testing and classification of LEP students, specifically those students “enrolled in their first year of a U.S. school,” could be changed and still comply with the “No Child Left Behind” (NCLB) Act.

The specific flexibilities are:

- Allowing this specific group of new LEP students to take a language proficiency test in lieu of the state reading/language usage test; and
- Counting the participation of such students, but not including the scores for proficiency calculations.

In addition, the flexibility outlined also allows states to classify LEP students as LEP for two additional years.

Further guidance was received on March 29, 2004, from the U.S. Department of Education outlining two areas of flexibility in calculating the participation rates for all students:

- Participation rates can be calculated on a three-year average; and
- Students who are absent during the entire testing window for a medical condition are not required to take the test.

The Board approved these rules as temporary and proposed at their April 2004 meeting.

DISCUSSION

This new guidance allows school districts to accommodate unique situations and provide the maximum fairness in applying NCLB requirements to LEP students. It also provides a safety net for small schools in meeting NCLB test participation requirements, especially as it relates to disaggregated populations.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
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IMPACT

Both of these changes add flexibility without weakening the underlying objectives of the Accountability System. They will not affect the ability to make AYP determinations.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends Board action to approve the maximum flexibility allowed by the U.S. Department of Education.

Additional clarification has been added to the proposed rules. Specifically:

- Further language was added in 111.04.c to more clearly outline how LEP student scores are used in the proficiency rate calculation.
- Altered the language in 112.03.b.ii to more accurately reflect the federal guidance on testing exemptions for medical emergencies.

BOARD ACTION

A motion to approve the Pending Rule Governing LEP testing and participation requirements.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

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)
- 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). (3-20-04)

04. Testing Population. All students in Idaho public schools, grades kindergarten through ten (K-10), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (3-19-04)T

a. All students who are eligible for special education shall participate in the statewide assessment program. (3-19-04)T

b. 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. (3-19-04)T

c. Limited English Proficient (LEP) students, as defined in Subsection 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), shall be given the ISAT with accommodations or adaptations for three (3) consecutive years. A further extension of two (2) consecutive years may be granted by the local district or local education agency, provided the language proficiency test score is still in the low range. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test. Students cannot exceed a

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

total of seven (7) years as an LEP student. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take ~~the~~ an English Proficiency test approved by the Board in lieu of the reading/language usage ISAT, but will still be required to take the math ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in subsection 112.03. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in subsection 112.02.

(3-19-04)T

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 State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. 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 those standards not assessed by the state assessment program.

(3-19-04)T

- 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 Tests. (3-20-04)
- d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests. (3-20-04)
- e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests. (3-20-04)
- f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests. (3-20-04)
- g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests. (3-20-04)
- h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests. (3-20-04)
- i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests. (3-20-04)
- j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests. (3-20-04)
- k. Grade 10 - High School Idaho Standards Achievement Tests. (3-20-04)
- l. *Students who achieve a proficient or advanced score on a portion or portions of the ISAT offered in the Spring of their tenth grade year or later are not required to continue taking that portion or portions. (3-20-04)

07. Comprehensive Assessment Program Schedule.

(5-3-03)

- a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)
- b. The Direct Math Assessment and the Direct Writing Assessment will be administered in

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

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)

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. (3-15-02)

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. (3-20-04)

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. (3-20-04)

b. The ISAT will be refreshed each year to provide additional security beginning with grades four (4) eight (8) and ten (10) in 2007. Items will be refreshed for grades three (3) and seven (7) in 2008; grades five (5) and six (6) in 2009; and grades two (2) and nine (9) in 2010. (3-20-04)

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Achievement Standards. (3-20-04)

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

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
AUGUST 12-13, 2004

Subsections 111.13.b.i. through 111.13.b.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. (3-19-04)T

- 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. (3-20-04)

01. Student Achievement Levels. There are four (4) levels of student achievement for the ISAT. (3-20-04)

a. Advanced: Exceeds Standards. The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his current educational level. (3-20-04)

i. The student demonstrates a comprehensive understanding of all relevant information. (3-20-04)

ii. The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level. (3-20-04)

iii. The student can perform skills or processes independently without significant errors. (3-20-04)

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. (3-20-04)

i. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. (3-20-04)

ii. The student can perform skills or processes independently without significant errors. (3-20-04)

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 significant errors. (3-20-04)

i. The student has an incomplete knowledge of the topic or misconceptions about some information. (3-20-04)

ii. The student requires assistance and coaching to complete tasks without errors. (3-20-04)

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. (3-20-04)

i. The student has critical deficiencies of relevant knowledge of topic or misconceptions about some information. (3-20-04)

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- ii. The student cannot complete any skill set without significant assistance and coaching. (3-20-04)
- 02. Adequate Yearly Progress (AYP).** (3-20-04)
 - a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)
 - 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 (1) month prior to the first day of school. (3-20-04)
 - 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. (3-20-04)
- 03. Adequate Yearly Progress (AYP) Definitions.** For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)
 - a. Full Academic Year (continuous enrollment). (3-20-04)
 - i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she 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. (3-19-04)T
 - ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days 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. (3-19-04)T
 - iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days 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. (3-19-04)T
 - b. Participation Rate. (3-20-04)
 - i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)
- (1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (3-19-04)T
- (2) Students who are absent for the entire state-approved testing window because of a significant medical condition or emergency are exempt from taking the ISAT if such circumstances prohibit them from participating. (3-19-04)T
 - ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)
- c. Schools. (3-20-04)
 - i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

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- ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (3-19-04)T
- iii. A high school is any school that contains grade twelve (12). (3-20-04)
- 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. (3-20-04)
- d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)
 - i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)
 - ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)
 - iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)
 - iv. Limited English Proficient - individuals who score in the low range on the state-approved language proficiency test and meet one of the following criteria: (3-19-04)T
 - (1) Individuals whose native language is a language other than English; or (3-19-04)T
 - (2) Individuals who come from environments where a language other than English is dominant; or (3-19-04)T
 - (3) 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. (3-19-04)T
- 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 Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)
- 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 Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33

EDUCATION

CHAPTER 1

STATE BOARD OF EDUCATION

33-116. SCHOOL DISTRICTS UNDER BOARD SUPERVISION. All school districts in Idaho, including specially chartered school districts, shall be under the supervision and control of the state board.

33-118. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools, and shall cause to be prepared and issued, such syllabi, study guides and other instructional aids as the board shall from time to time deem necessary. The board shall also determine how and under what rules curricular materials shall be adopted for the public schools. The board shall require all publishers of textbooks approved for use to furnish the department of education with electronic format for literary and nonliterary subjects when electronic formats become available for nonliterary subjects, in a standard format approved by the board, from which reproductions can be made for use by the blind.

TITLE 33

EDUCATION

CHAPTER 16

COURSES OF INSTRUCTION

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;

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5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.

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SUBJECT

Approval of Temporary and Proposed Rule for the Establishment of Awards to be Granted by the Board in Recognition of School Achievement and to Establish Consistency in the Terminology Used to Describe Achievement for Title I and Non-Title I Schools.

APPLICABLE STATUTE, RULE, OR POLICY

20 USC 6317 and Board Rule IDAPA 08.02.03.113

BACKGROUND

The Board adopted IDAPA 08.02.03.113 in November 2003 to meet the requirements for school support and recognition found in the No Child Left Behind Act. With this rule, the Board established a process for recognizing schools meeting or exceeding achievement criteria identified in federal law.

DISCUSSION

With the second year of Adequate Yearly Progress (AYP) determinations just finishing, sanctions and rewards now must be applied. Our initial review of school performance and anticipated awards has revealed inconsistency in the terminology used to identify school achievement and lack of specific award criteria. "Exemplary Status" and "Distinguished School," as defined in Board rule, have the same meaning except the first applies to non-Title I schools, and the second applies to Title I schools. In all other aspects of the accountability system, schools, regardless of their Title I status, are treated the same.

IMPACT

Consistent terminology and an easy to understand reward system will lend credibility and usefulness to the overall accountability program.

STAFF COMMENTS AND RECOMMENDATIONS

Idaho rules related to achievement awards for Title I and non-Title I schools should include consistent structure and terminology. The proposed change to IDAPA 08.02.03.113 will result in consistency in the terminology and specific award criteria used to describe achievement awards for Title I and non-Title I schools.

BOARD ACTION

A motion to approve the Temporary and Proposed Rule Amendment to the Rules Governing Thoroughness Rewards.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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Board Rule IDAPA 08.02.03.113

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. (3-20-04)~~

02 01. Distinguished Schools. The State Board of Education may ~~identify~~ recognize as "Distinguished Schools," the top five percent (5%) of schools ~~Title I schools that exceeding the Idaho performance standards~~ Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02 and significantly reducing the gaps between subgroups listed in Subsection 112.03.d. (3-20-04) (8-12-04) T

03-02. Additional Yearly Growth (AYG) Award. Schools ~~and districts who~~ demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) ~~would~~ will be considered to have achieved AYG. The school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. Given that the school/district has met AYP, AYG would designate the school/district for a reward. (3-20-04) (8-12-04) T

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Sec. 6317. - School support and recognition

(a) System for support

(1) In general

Each State shall establish a statewide system of intensive and sustained support and improvement for local educational agencies and schools receiving funds under this part, in order to increase the opportunity for all students served by those agencies and schools to meet the State's academic content standards and student academic achievement standards.

(2) Priorities

In carrying out this subsection, a State shall -

(A) first, provide support and assistance to local educational agencies with schools subject to corrective action under section [6316](#) of this title and assist those schools, in accordance with section [6316](#)(b)(11) of this title, for which a local educational agency has failed to carry out its responsibilities under paragraphs (7) and (8) of section [6316](#)(b) of this title;

(B) second, provide support and assistance to other local educational agencies with schools identified as in need of improvement under section [6316](#)(b) of this title; and

(C) third, provide support and assistance to other local educational agencies and schools participating under this part that need that support and assistance in order to achieve the purpose of this part.

(3) Regional centers

Such a statewide system shall, to the extent practicable, work with and receive support and assistance from the comprehensive regional technical assistance centers and the regional educational laboratories under section [6041](#)(h) of this title, or other providers of technical assistance.

(4) Statewide system

(A) In order to achieve the purpose described in paragraph (1), the statewide system shall include, at a minimum, the following approaches:

(i) Establishing school support teams in accordance with subparagraph (C) for assignment to, and working in, schools in the State that are described in paragraph (2).

(ii) Providing such support as the State educational agency determines necessary and available in order to ensure the effectiveness of such teams.

(iii) Designating and using distinguished teachers and principals who are chosen from schools served under this part that have been especially successful in improving academic achievement.

(iv) Devising additional approaches to providing the assistance described in paragraph (1), such as providing assistance through institutions of higher education and educational service agencies or other local consortia, and private providers of scientifically based technical assistance.

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(B) Priority. - The State educational agency shall give priority to the approach described in clause (i) of subparagraph (A).

(5) School support teams

(A) Composition

Each school support team established under this section shall be composed of persons knowledgeable about scientifically based research and practice on teaching and learning and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students, including -

- (i)** highly qualified or distinguished teachers and principals;
- (ii)** pupil services personnel;
- (iii)** parents;
- (iv)** representatives of institutions of higher education;
- (v)** representatives of regional educational laboratories or comprehensive regional technical assistance centers;
- (vi)** representatives of outside consultant groups; or
- (vii)** other individuals as the State educational agency, in consultation with the local educational agency, may determine appropriate.

(B) Functions

Each school support team assigned to a school under this section shall -

- (i)** review and analyze all facets of the school's operation, including the design and operation of the instructional program, and assist the school in developing recommendations for improving student performance in that school;
- (ii)** collaborate with parents and school staff and the local educational agency serving the school in the design, implementation, and monitoring of a plan that, if fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement, including adequate yearly progress under section [6311\(b\)\(2\)\(B\)](#) of this title;
- (iii)** evaluate, at least semiannually, the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals, and make findings and recommendations to the school, the local educational agency, and, where appropriate, the State educational agency; and
- (iv)** make additional recommendations as the school implements the plan described in clause (ii) to the local educational agency and the State educational agency concerning additional assistance that is needed by the school or the school support team.

(C) Continuation of assistance

After one school year, from the beginning of the activities, such school support team, in consultation with the local educational agency, may recommend that the school support team continue to provide assistance to the school, or that the local educational agency or the State educational agency, as appropriate, take alternative actions with regard to the school.

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(b) State recognition

(1) Academic achievement awards program

(A) In general

Each State receiving a grant under this part -

(i) shall establish a program for making academic achievement awards to recognize schools that meet the criteria described in subparagraph (B); and

(ii) as appropriate and as funds are available under subsection (c)(2)(A) of this section, may financially reward schools served under this part that meet the criteria described in clause (ii).

(B) Criteria

The criteria referred to in subparagraph (A) are that a school -

(i) significantly closed the achievement gap between the groups of students described in section [6311](#)(b)(2) of this title; or

(ii) exceeded their adequate yearly progress, consistent with section [6311](#)(b)(2) of this title, for 2 or more consecutive years.

(2) Distinguished schools

Of those schools meeting the criteria described in paragraph (2), each State shall designate as distinguished schools those schools that have made the greatest gains in closing the achievement gap as described in subparagraph (B)(i) or exceeding adequate yearly progress as described in subparagraph (B)(ii). Such distinguished schools may serve as models for and provide support to other schools, especially schools identified for improvement under section [6316](#) of this title, to assist such schools in meeting the State's academic content standards and student academic achievement standards.

(3) Awards to teachers

A State program under paragraph (1) may also recognize and provide financial awards to teachers teaching in a school described in such paragraph that consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction, or to teachers or principals designated as distinguished under subsection (a)(4)(A)(iii) of this section.

(c) Funding

(1) In general

Each State -

(A) shall use funds reserved under section [6303](#)(a) of this title and may use funds made available under section [6303](#)(g) of this title for the approaches described under subsection (a)(4)(A) of this section; and

(B) shall use State administrative funds authorized under section [6304](#)(a) of this title to establish the statewide system of support described under subsection (a) of this section.

(2) Reservations of funds by State

(A) Awards program

For the purpose of carrying out subsection (b)(1) of this section, each State receiving a grant under this part may reserve, from the amount (if any) by which the funds received by the State under subpart 2 of this part for a fiscal year exceed the amount received by the State under that subpart for the preceding fiscal year, not more than 5 percent of such excess amount.

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(B) Teacher awards

For the purpose of carrying out subsection (b)(3) of this section, a State educational agency may reserve such funds as necessary from funds made available under section [6613](#) of this title.

(3) Use within 3 years

Notwithstanding any other provision of law, the amount reserved under subparagraph (A) by a State for each fiscal year shall remain available to the State until expended for a period not exceeding 3 years receipt of funds.

(4) Special allocation rule for schools in high-poverty areas

(A) In general

Each State shall distribute not less than 75 percent of any amount reserved under paragraph (2)(A) for each fiscal year to schools described in subparagraph (B), or to teachers in those schools consistent with subsection (b)(3) of this section.

(B) School described

A school described in subparagraph (A) is a school whose student population is in the highest quartile of schools statewide in terms of the percentage of children from low income families.

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SUBJECT

Committee on Teacher Mentoring.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-514, Idaho Code. Issuance of Annual Contracts

BACKGROUND

At the request of the House Education Committee, the Idaho State Board of Education staff is preparing a report on the status of teacher mentoring programs in Idaho. A committee, made up of stakeholders in Idaho education, is meeting to look at the history, the funding and the effectiveness of present programs. Best practices, state and national, will also be considered. A final report will be compiled and presented to the Board at its December meeting before it is made available to the Legislature.

DISCUSSION

The 2000 Legislature amended Section 33-514, Idaho Code to address issuance of annual contracts based on a graduated set of criteria and rigor. According to Dr. Mike Friend and Dr. Bob West, amendments to 33-514 were the result of an interim legislative committee, co-chaired by Representative Tillman and Senator Diede that requires the districts to provide a support program, with the four elements of 1) mentoring, 2) peer assistance, 3) administrative assistance and 4) professional development, to any employee who is on a Category 1, 2 or 3 annual contract. At that time, the Legislature appropriated \$2 million dedicated to the district "mentoring" programs. In 2003 the Legislature pulled the \$2 million allocation. However, the requirements for the support program are still part of the law. The law requires the school districts to develop and submit for approval a program in accordance with procedures established by the Department. The Department is authorized to formulate the guidelines for the districts to use and approve the programs. (the Annual Contract Support Program Guidelines are available on the Department of Education web site.)

Studies from around the country have shown that mentoring and peer assistance are important factors to teacher retention. The costs per teacher for mentoring/peer assistance programs are much less that it takes to recruit and fill a vacant teacher position.

IMPACT

Because the support program is tied to the annual contract process there is the potential for a teacher who is dismissed to argue that the district did not fulfill its part of the agreement.

STAFF COMMENTS AND RECOMMENDATIONS

The committee will continue to research the impact of the present law as well as develop options for teacher 'mentoring.' These items will be included in its final report.

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BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho Statutes

TITLE 33

EDUCATION

CHAPTER 5

DISTRICT TRUSTEES

33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS -- CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT. (1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) Each school district shall have a support program for certificated employees who are experiencing their first three (3) years with the district, under a category 1, 2 or 3 contract, providing support in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development. In developing support programs, nothing shall prevent districts from joining together to formulate a joint program applicable to each member district. Programs shall be submitted for approval to the state department of education in accordance with procedures established by the department. The state department of education is hereby authorized and directed to:

- (a) Formulate basic guidelines which districts shall use as a model for developing district programs;
- (b) Approve school district support programs; and
- (c) Establish procedures for districts to submit programs for approval, to provide for periodic review of previously approved programs, and to allow districts to amend previously approved programs.

(3) There shall be three (3) categories of annual contracts available to local school districts under which to employ certificated personnel:

- (a) A category 1 contract is a limited one-year contract as provided in section 33-514A, Idaho Code.
- (b) A category 2 contract is for certificated personnel in the first and second years of continuous employment with the same school district. While employed under a category 2 contract, the employee shall be provided the services of the district support program referenced in subsection (2) of this section. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than May 25. No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local board of the reasons or decision not to reemploy.
- (c) A category 3 contract is for certificated personnel during the third year of continuous employment by the same school district. District procedures shall require at least one (1) evaluation prior to the beginning of the second semester of the school year and the results of any such evaluation shall be made a matter of record in the employee's personnel file. When any such employee's work is found to be

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unsatisfactory a defined period of probation shall be established by the board, but in no case shall a probationary period be less than eight (8) weeks. After the probationary period, action shall be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status.

Notwithstanding the provisions of sections 67-2344 and 67-2345, Idaho Code, a decision to place certificated personnel on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in the employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. In all instances, the employee shall be duly notified in writing of the areas of work which are deficient, including the conditions of probation. Each such certificated employee on a category 3 contract shall be given notice, in writing, whether he or she will be reemployed for the next ensuing year. Such notice shall be given by the board of trustees no later than the twenty-fifth day of May of each such year. If the board of trustees has decided not to reemploy the certificated employee, then the notice must contain a statement of reasons for such decision and the employee shall, upon request, be given the opportunity for an informal review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board.

(4) School districts hiring an employee who has been on renewable contract status with another Idaho district or has out-of-state experience which would otherwise qualify the certificated employee for renewable contract status in Idaho, shall have the option to immediately grant renewable contract status, or to place the employee on a category 3 annual contract. Such employment on a category 3 contract under the provisions of this subsection may be for one (1), two (2) or three (3) years.

(5) There shall be a minimum of two (2) written evaluations in each of the annual contract years of employment, and at least one (1) evaluation shall be completed before January 1 of each year. The provisions of this subsection (5) shall not apply to employees on a category 1 contract.

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SUBJECT

Update on Teacher Compensation.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004, Idaho Code. Staff Allowance

Section 33-1004A, Idaho Code. Experience and Education Multiplier

BACKGROUND

As a continuation of Idaho's Maximizing Opportunities for Students and Teachers Committee (MOST), the Committee on Performance-Based Compensation for Teachers will review the findings of the MOST committee and move forward on those items that are advantageous to developing an Idaho model for performance-based compensation. The model will be developed and refined so that it can be piloted in one to three schools/districts in Idaho.

DISCUSSION

Part of the charge to the Maximizing Opportunities for Student and Teachers (MOST) Committee was to look at performance-based compensation, however the committee was not able to address the issue until close to the end of their grant time and no final recommendations were reached.

The new performance-based compensation committee will review models, which could enhance an Idaho project and prepare the appropriate information and recommendations for the State Board of Education, the Governor, and the Legislature.

A rigorous timeline has been set with the expectation to meet approximately four to five times before the start of the legislative session to prepare a pilot program.

IMPACT

Typically, teacher compensation is based on experience and education, not their effectiveness and student achievement outcomes. A decade of work in education reform has led to the conclusion that a lack of effective teachers is the main problem to raising the education standards in our schools. Specifically, a 2003 study of Dallas teachers found that strong teachers dramatically boosted learning among low-performing students. One of the ways to get and retain strong effective teachers is to tie compensation to performance.

STAFF COMMENTS AND RECOMMENDATIONS

At the conclusion of the committee's meeting on July 26th, Chairman Reed Demordaunt presented a sample teacher compensation plan. The plan that he developed after serving on the MOST Committee, incorporates several evaluation tools. The committee discussed the model and the chairman asked the members to use this model as a starting point to ask questions, make changes and formulate their own ideas to be presented at the next meeting. The

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Committee will also study the statute to determine if legislative action will be required in order to implement pilot programs.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 10
FOUNDATION PROGRAM --
STATE AID -- APPORTIONMENT

33-1004. STAFF ALLOWANCE. For each school district, a staff allowance shall be determined as follows:

1. Using the daily attendance reports that have been submitted for computing the February 15th apportionment of state funds as provided in section 33-1009, Idaho Code, determine the total support units for the district in the manner provided in section 33-1002 8.b., Idaho Code;

2. Determine the instructional staff allowance by multiplying the support units by 1.1. A district must demonstrate that it actually employs the number of certificated instructional staff allowed. If the district does not employ the number allowed, the staff allowance shall be reduced to the actual number employed;

3. Determine the administrative staff allowance by multiplying the support units by .075;

4. Determine the classified staff allowance by multiplying the support units by .375;

5. Additional conditions governing staff allowance:

a. In determining the number of staff in subsections 2., 3. and 4. of this section, a district may contract separately for services to be rendered by nondistrict employees and such employees may be counted in the staff allowance. A "nondistrict employee" means a person for whom the school district does not pay the employer's obligations for employee benefits. When a district contracts for the services of a nondistrict employee, only the salary portion of the contract shall be allowable for computations.

b. If there are circumstances preventing eligible use of staff allowance to which a district is entitled as provided in subsections 2. and 3. of this section, an appeal may be filed with the state department of education outlining the reasons and proposed alternative use of these funds, and a waiver may be granted.

c. For any district with less than forty (40) support units:

(1) The instructional staff allowance shall be calculated applying the actual number of support units. If the actual instructional staff employed in the school year is greater than the instructional staff allowance, then the instructional staff allowance shall be increased by one-half (1/2) staff allowance; and

(2) The administrative staff allowance shall be calculated applying the actual number of support units. If the actual administrative staff employed in the school year is greater than the administrative staff allowance, then the administrative staff allowance shall be increased by one-half (1/2) staff allowance.

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(3) Additionally, for any district with less than twenty (20) support units, the instructional staff allowance shall be calculated applying the actual number of support units. If the number of instructional staff employed in the school year is greater than the instructional staff allowance, the staff allowance shall be increased as provided in paragraphs (1) and (2) of this subsection, and by an additional one-half (1/2) instructional staff allowance.

d. Only instructional, administrative and classified personnel compensated by the school district from the general maintenance and operation fund of the district shall be included in the calculation of staff allowance or in any other calculations based upon staff, including determination of the experience and education multiplier, the reporting requirements, or the district's salary-based apportionment calculation. No food service staff or transportation staff shall be included in the staff allowance.

6. In the event that the staff allowance in any category is insufficient to meet accreditation standards, a district may appeal to the state board of education, demonstrating the insufficiency, and the state board may grant a waiver authorizing sufficient additional staff to be included within the staff allowance to meet accreditation standards. Such a waiver shall be limited to one (1) year, but may be renewed upon showing of continuing justification.

TITLE 33
EDUCATION
CHAPTER 10
FOUNDATION PROGRAM --
STATE AID -- APPORTIONMENT

33-1004A. EXPERIENCE AND EDUCATION MULTIPLIER. Each instructional and administrative staff position shall be assigned an appropriate multiplier based upon the following table:

EXPERIENCE AND EDUCATION

	MA	MA + 12	MA + 24	MA + 36			
Years	BA	BA + 12	BA + 24	BA + 36	BA + 48	BA + 60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380

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8 1.34260 1.39290 1.44510 1.49930 1.55550 1.61380 1.67430
9 1.39290 1.44510 1.49930 1.55550 1.61380 1.67430 1.73710
10 1.39290 1.49930 1.55550 1.61380 1.67430 1.73710 1.80220
11 1.39290 1.49930 1.55550 1.61380 1.73710 1.80220 1.86980
12 1.39290 1.49930 1.55550 1.61380 1.73710 1.86980 1.93990
13 or
more 1.39290 1.49930 1.55550 1.61380 1.73710 1.86980 2.01260

In determining the experience factor, the actual years of teaching or administrative service in an accredited public school or in an accredited private or parochial school shall be credited.

In determining the education factor, only credits earned after initial certification, based upon a transcript on file with the teacher certification office of the state department of education, earned at an institution of higher education accredited by the state board of education or a regional accrediting association, shall be allowed. Instructional staff whose initial certificate is an occupational specialist certificate shall be treated as BA degree prepared instructional staff. Credits earned by such occupational specialist instructional staff after initial certification shall be credited toward the education factor.

In determining the statewide average multiplier for instructional staff, no multiplier in excess of 1.59092 shall be used. If the actual statewide average multiplier for instructional staff, as determined by this section, exceeds 1.59092, then each school district's instructional staff multiplier shall be multiplied by the result of 1.59092 divided by the actual statewide average multiplier for instructional staff.

In determining the statewide average multiplier for administrative staff, no multiplier in excess of 1.86643 shall be used. If the actual statewide average multiplier for administrative staff, as determined by this section, exceeds 1.86643, then each school district's administrative staff multiplier shall be multiplied by the result of 1.86643 divided by the actual statewide average multiplier for administrative staff.

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SUBJECT

Preparing America's Future High School Initiative.

APPLICABLE STATUTE, RULE, OR POLICY

NA

BACKGROUND

The U.S. Department of Education Office of Vocational and Adult Education, and the National Governors Association brought teams of education stakeholders together to address high school reform and low-performing schools. The team members from Idaho later met to brainstorm priorities for Idaho.

DISCUSSION

Parra Byron, the Governor's Education Advisor, will update the Board on the membership of the two Idaho teams and report on the outcome of the recent meeting of the two teams.

IMPACT

It was determined that the priorities set by the group were, in several cases, the same priorities on which other committees were already working. To eliminate duplication the group decided to create a more focused set of priorities and make a report to the State Board of Education.

STAFF COMMENTS AND RECOMMENDATIONS

No action is necessary.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Outline for Improving Idaho's Secondary Schools

**Presentation to the State Board of Education
High School Summit Team—U.S. Dept of Ed/Off of Adult Voc Ed
School Improvement Team—National Governors Association**

I. Who are we as a Committee?

Two state teams invited by the U.S. Department of Education/Office of Vocational and Adult Education and the National Governor's Association to address High School Reform and Low-Performing Schools. The High School Reform team attended a regional meeting in Billings, Montana in March 2004 to brainstorm ideas for school reform that we could present to Idaho. The Low-Performing Schools Team attended a summit in Tempe, Arizona in April 2004. Because the purpose of both summits were so similar, both teams reported back in a joint meeting and found we identified similar outcomes for school reform. We found that a joint effort between both teams would be most beneficial and productive in addressing the outlined priorities.

A select few members of the High School Reform Team attended the Regional Conference in Billings, Montana. With the help of a facilitator we were able to brainstorm priorities for Idaho to address school reform.

High School Reform Team:

Parra Byron, Office of the Governor
Karen Fraley, High Schools that Work Coordinator, State Dept of Ed.
Sally Harris, Previously Academy Coordinator, Mt. View High School
Currently Curriculum Coordinator, Prof Tech Education
Representative Douglas Jones, House Education Committee
Mike Powers, Science Teacher, High Schools that Work
Coordinator/Jerome High School
Mike Rush, State Administrator, Professional Technical Education
Gaylen Smyer, Administrator, Cassia Regional Technical Center
Ann Stephens, Associate Administrator, Professional Tech Education
Laird Stone, Vice President, State Board of Education
Gayle Yakovac, Principal, Gooding High School

Low-Performing Schools Team:

Richard Bauscher, Superintendent, Middleton School District
Tom Farley, Bureau Chief-Federal Programs
Shannon Page, Coordinator-Accreditation/Elementary Services
Priscilla Pounds, Title I Specialists
Laird Stone, Vice President, State Board of Education

II. Where are we in our vision?

Since attending the conferences, we convened as one team in May to address the priorities developed at our respective conferences. After reviewing each team's priorities we voted to convene a smaller group to create a more focused set of major priorities to present to the State Board of Education.

The U.S. Department of Education (USDOE)/Office of Vocational and Adult Education (OVAE) set up monthly conference calls with Hans Meeder, Assistant Secretary OVAE to assist states in their efforts toward school reform. The purpose of the monthly contact is to further the discussions held at the High School Regional Summits sponsored by the U.S. Department of Education's Office of Vocational and Adult Education. In addition to summarizing the HS Summits, a discussion around states' technical assistance needs will also be discussed.

Other follow-up activities from USDOE/OVAE include developing a website to share best practices, information dissemination, web casts, outreach and public awareness, partnership support and a second high school summit this fall.

III. What are the major priorities developed by the team to address school reform in Idaho?

1. CURRICULUM AND INSTRUCTION

- i. Graduation Requirements
 - 1. State Board and State Department set overall parameters but leave actual “how to” for discretion at the district level.
 - a. Define and strengthen the senior year. May require adjustments in preceding years, different scheduling models.
 - 2. Scholarship requirements to include not only GPA but also rigor of coursework, community service, extracurricular activities.
 - 3. On track to graduate to participate in sports and extra-curricula.
- ii. Curriculum Alignment
 - 1. Teacher collaboration among K-12 teachers.
 - a. Transition from middle school to high school
 - 2. Higher Education--align teacher preparation programs to Idaho Standards.
- iii. English Language Learners
 - 1. Address the needs of all second language students that are not proficient at reading, writing, and comprehension.
- iv. Special Education
 - 1. Correctly Identify and Place Special Education Students
- v. Social Promotion
 - 1. Accountability to determine promotion to next grade.

2. STRUCTURAL ISSUES (Impacted by State Board Policy and graduation requirements)

- i. Encourage local districts to examine models to meet graduation requirements.
- ii. Increase teacher/student contact time.
 - 1. Extended day help for students. Example: Students needing help with Idaho Reading Indicator received extra contact time from teachers to remediate.
- iii. Incentives
 - 1. Extra prep-time for leadership roles.
 - 2. Tuition reimbursement for course work
 - 3. Day off for birthday
 - 4. Other

3. PROFESSIONAL DEVELOPMENT

- i. Leadership Training
 - 1. Post Secondary Teacher Preparation Agencies to assist in leadership training.
 - 2. Statewide associations of various school groups.
 - 3. Consider structure and accountability to encourage leadership training and professional development.
 - a. State Support

IV. How do we expect to achieve our vision?

Work will be done to coordinate efforts already going on to eliminate, as much as possible, redundancy and to capitalize on work already being accomplished. We will use support mechanisms provided by the USDOE/OVAE to support new and existing efforts. (Accreditation, School Improvement Planning, Intervention School Improvement Planning, SBOE Accountability Plan, NCLB AYP Improvement Plans, Etc.)

There are a number of recommendations associated with this work, and the intent is to work on specific recommendations related to priorities and issues identified from these efforts.

Identification of Membership from following Stakeholders:

- I. ISBA
- II. IASA
- III. IEA
- IV. SBOE
- V. SDE
- VI. PTE
- VII. Governor's Office
- VIII. Senate Education representation
- IX. House Education representation
- X. Hispanic representation
- XI. Indian Education representation
- XII. IBCEE
- XIII. Others as needed or recognized

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