

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 2, 2004**

TAB	DESCRIPTION	ACTION
1	ALTERNATE MEASURE FOR 10TH GRADE ISAT	Information Item
2	LEP PROGRAM REPORT	Information Item
3	UPDATE ON THE DIGITAL LEARNING ACADEMY	Information Item
4	ADDITIONAL YEARLY GROWTH (AYG) AWARDS DISTRIBUTION	Motion to Approve

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SUBJECT

Alternate Measure for Graduation

A 'locally established mechanism' that meets all State Board of Education criteria and that represents an assessment portfolio for students who do not pass the ISAT to still demonstrate the equivalent knowledge and skills to their local school board for graduation.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03, Rule 105.03 a-e

BACKGROUND

Many school districts from across the state have been working together to develop a "locally established mechanism" that is:

1) aligned to the 10th grade content standards, 2) aligned to the standards for the subject matter in question, 3) valid and reliable, 4) has at least a 90% academic proficiency and performance base.

Although this alternative route maintains the incentive for students to do as well as possible on the ISAT, there will still be some students who do not pass the ISAT. It is an underlying belief that students who have the knowledge and skills represented by the 10th grade ISAT but have difficulty demonstrating it need another valid and reliable format to demonstrate it so that they are not denied a high school diploma. This presentation is being brought to the Board to meet the above cited SBOE Rule regarding submission of any "locally established mechanism" for review.

DISCUSSION

This alternate route involves a research-based method of Performance Assessment Measures (PAM) (or tasks) that are closely aligned to each of the ISAT's 19 Goal Strands (7 in Math, 6 in Reading, 6 in Language Usage). The PAMs would be scored with well-designed rubrics used by trained scorers. This is similar to what is now done with the Direct Math and Direct Writing Assessments statewide. The training of scorers involves examples of student work with rangefinders, etc.

An examination of a student's 10th grade Spring ISAT score reveals any ISAT Goal Strand (like Measurement within Math) that does not have an equivalent proficiency RIT score at the RIT cutoff level for that subject like 242 in Math (or 6 RIT points less for someone in the Class of 2006). Students need to continue to take the ISAT as Juniors to either pass 3 three parts of the ISAT, (a fair number could pass it in their Junior Year with more remediation opportunities) or, at least, minimize the number of non-proficient ISAT Goal Strands that results in fewer if any PAMs needed to successfully pass as part of an alternative assessment portfolio.

Even though students could access and begin passing PAMs in their Junior Year and on into their Senior Year, they wouldn't be able to appeal to their local board for a locally established mechanism until the beginning of the Senior Year. Students would bring to them data showing the ISAT Goal Strands in which they met the State's graduation Rasch Unit (RIT) score and evidence of the other ISAT Goal Strands for which they'd successfully passed an equivalent Performance Assessment Measure. Security issues like cheating will be addressed much as the ISAT is now with specific documentation by schools of test conditions and supervisors.

Because of the large number of sub skills contained in some Goal Strands, some of these PAMs would be multi-part, thus doing justice to truly representing the knowledge and skills on the 10th grade ISAT. An analysis of hundreds of summer school students who field tested PAMs, and who did not pass the ISAT last Spring 2004, revealed an average of 5 non-proficient Goal Strands per student.

A consortium of districts have worked together to develop and field test PAMs and rubrics that would be delivered via a web-based system. Students could practice sample PAMs for any Goal Strand then take and submit a randomly selected test PAM under the supervision of a teacher. Those items requiring more than keyboard work could be scanned and emailed or faxed. Participating districts provide teachers to be trained as scorers through on-line software. A student's work from Mt. Home could be scored by teachers in Moscow and Blackfoot who are randomly selected and assigned to a particular student's on-line secure folder that can use a number instead of a student and school name.

The Idaho Digital Learning Academy would be simply the 'vehicle' for the delivery, submission and scoring of PAMs, but representatives from all of Idaho's 6 Administrative Regions would work together, along with Northwest Regional Education Laboratory (NWREL), to monitor the validity, reliability, and operation of the whole alternative mechanism. Fees would be modest based on the number of students needing to pass off PAMs. More details will be provided during the presentation.

IMPACT

This consortium believes that the impact of this effort will be important in the following ways: 1) to provide a valid avenue for students who need another method and format to demonstrate that they have the knowledge and skills articulated within the content and objectives of the 10th grade ISAT, 2) to promote consistency state-wide and reduce the chances of a situation where students are transferring to different schools looking for the 'path of least resistance', 3) to avoid lawsuits, 4) to provide an option that does not burden teachers with extra paperwork, 5) to eliminate local political pressure and subjectivity, 6) to preserve the integrity of the standards and accountability movement in the state of Idaho.

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STAFF COMMENTS AND RECOMMENDATIONS

According to IDAPA 08.02.03, Rules Governing Thoroughness, Section 105.03 states: *"All students must achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the local school board, and, at the discretion of the local school board, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information."* (Effective January 1, 2006)

In addition there are four criteria that must be met by the measure (IDAPA 08.02.03, Rules Governing Thoroughness, Section 105.03):

1. *The measure must be aligned at a minimum to 10th grade state content standards, and*
2. *The measure must be aligned to the state content standards for the subject matter in question, and*
3. *The measure must be valid and reliable, and*
4. *Ninety percent of the criteria of the measure (or combination of measures) must be based on academic proficiency and performance.*

BOARD ACTION

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

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*IDAHO ADMINISTRATIVE CODE
State Board of Education*

*IDAPA 08.02.03
Rules Governing Thoroughness*

105. GRADUATION FROM HIGH SCHOOL.

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

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

02. Achievement Standards. All students will meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-30-01)

03. Proficiency (Effective January 1, 2006). All students must achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the local school board, and, at the discretion of the local school board, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (3-20-04)

- a. Before appealing to the local school board for an alternate measure, the student must be: (3-20-04)
 - i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)
 - ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)
 - iii. Enrolled in the fall semester of the senior year. (3-20-04)
- b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)
- c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)
- d. The measure must be valid and reliable; and (3-20-04)
- e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

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SUBJECT

Limited English Proficiency (LEP) Program Report

APPLICABLE STATUTE, RULE, OR POLICY

- NCLB- Title III: Language Instruction for Limited English Proficient and Immigrant Students
- Civil NO. 79-1068 Consent Decree of 1983
- House Bill NO. 787

BACKGROUND

The 1995 Legislature created the limited English proficiency appropriation with the intent to support the programs for students with non-English or limited English proficiency. This action followed a legal suit brought against the Idaho State Board of Education by the Idaho Migrant Council. The 1983 Consent Decree *Civil No 79-1068* sought equitable and appropriate education for limited English proficient (LEP) students. House Bill NO. 787 followed in 2004 to ensure that statewide achievement objectives were developed and district LEP Plans were implemented. Federal funding, under Title III, supplements the State LEP appropriation.

As of January 2004, responsibilities for managing the LEP program were transferred to the State Board of Education from the Department of Education. Prior to this date, the Department worked with local districts to ensure that they had approved LEP plans in place. The Department also recommended appropriate language proficiency tests and identified several suitable research-based LEP program models for the state. A Board of Education staff member was hired in April 2004 to oversee the LEP program and to provide technical assistance for the purpose of assisting districts comply with federal and state regulations that govern LEP programs.

DISCUSSION

The content of this item is for informational purposes and provides an update on the LEP Program.

- **LEP Subcommittee**

In January 2004, the State Board of Education created an LEP subcommittee to examine systems, procedures, methodologies, and best practices for LEP programs and to make recommendations to the Board for establishing program standards and language assessment policy requirements. In June 2004, the subcommittee reviewed and recommended the English Language Proficiency Standards for Board Approval. The Board approved the Standards in June 2004. In November 2004, the subcommittee recommended to OSBE specific actions for the LEP Program and identified key challenges to be addressed within the LEP Program.

- **English Language Proficiency Standards**

The Office of the State Board of Education in cooperation with the Department of Education developed state English Language Proficiency (ELP) standards, which are aligned with the state language arts/communications standards. The Board approved the Standards in June 2004. Implementation of the Standards will be ongoing through the 2004-2005 school year. The Board is working with the Northwest Regional Educational Laboratory (NWREL) to develop standards implementation guides and trainings for administrators and teachers.

- **Language Proficiency Assessment**

As required by Federal regulations, all states must have one language proficiency assessment in place by spring 2006. Idaho has been working over the past year to develop a language proficiency assessment with a consortium of neighboring states (Oregon, New Mexico, Michigan, Colorado, North Dakota, Alaska, Montana, Nevada, Utah, Wyoming) and a testing company, Measured Progress. This consortium is called the Mountain West Assessment Consortium (MWAC).

The U.S. Department of Education grant awarded to the Mountain West Assessment Consortium ends December 30, 2004. At that point, the test components, inclusive of 3 question banks, will be made available to Idaho to begin the implementation process. The test will be used for determining placement of a student into the LEP program, as well as an annual growth measurement.

Beginning in January 2005, State Board of Education staff will determine how Idaho will administer and score the new assessment test (i.e. computer based or paper pencil). Alignments to ELP standards, additional field-testing (if necessary), and teacher training will also be conducted. Once the development of the assessment test is completed, the Title III State Annual Measurable Achievement Objectives (AMAOs) for tracking cohorts of students and identifying proficiency levels will be reassessed to align with the new test. Recommendations will be developed for Board action in preparation for the spring 2006 implementation of the test. With this assessment in place, Idaho will be able to comprehensively track students and monitor language proficiency growth for the LEP subgroup.

- **Reporting Requirements**

Title III requires the annual collection and reporting of comprehensive data on LEP student growth. OSBE has implemented an online data collection system that will facilitate tracking this information.

OSBE will be reporting on Title III LEP student growth and activities to the Federal Government, as well as updating the Legislature on annual statewide progress. Federal and Legislative reports are due December 2004.

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- **Ongoing Efforts**

- The 04-05 Title III and State LEP allocations to local districts are being made in a timely manner.
- 04-05 LEP District Plans have been received, reviewed and approved.
- OSBE will continue to provide grants to universities to fund scholarships for paraprofessionals in Bilingual/ESL education through the "Grow Your Own" program.
- OSBE is providing ongoing technical assistance and professional development opportunities to districts. Regional Meetings were held for all LEP Directors in September 2004.
- OSBE and the State Department of Education are collaborating to ensure LEP student needs are met in every discipline (i.e. Math, Reading, Science).

IMPACT

NA

STAFF COMMENTS AND RECOMMENDATIONS

Board staff have no recommendations on these informational items.

BOARD ACTION

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

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SUBJECT

Update on the Idaho Digital Learning Academy

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code. Idaho Digital Learning Academy Act of 2002

BACKGROUND

The 2002 Idaho Legislature approved House Bill 534 "The Idaho Digital Learning Academy Act of 2002" to create the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). The IDLA is a statewide, web-based educational program providing Idaho students with greater access to a diverse assortment of courses. This virtual high school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, gifted, and adult learners. The purpose of this session is to update the Idaho State Board of Education on the progress of IDLA, students served, and future projections.

DISCUSSION

IDLA is an excellent option to assist Idaho schools in meeting the requirements of No Child Left Behind (NCLB) and state accountability. IDLA provides highly-qualified, Idaho certified faculty in a 25-1 ratio, expands opportunity for school choice in support of NCLB, increases options for rural schools for advanced placement/college credit and elective courses, and provides access to a rigorous curriculum to meet Idaho standards.

IMPACT

IDLA served over 1300 course enrollments in academic year 2003-2004 with an appropriation level of \$450,000. Seventy-five school districts in the state participated in IDLA during 2003-2004, which represents 68% of the school districts in the state. The number one reason for taking IDLA courses is scheduling conflicts. Other reasons include credit recovery, course not offered, and early graduation. The Idaho Digital Learning Academy's Board of Directors projects that over 1800 course enrollments will be served in 2004-2005 based upon current growth and enrollment data. The current appropriation level will not be sufficient for any future growth after this year nor appropriate for intensive advanced placement, gifted talented, or serving all secondary students. IDLA will submit revised legislative changes to expand its mission to serve all secondary students and to receive alternative school funding during the summer.

STAFF COMMENTS AND RECOMMENDATIONS

Staff have no comments or recommendations for this informational item.

BOARD ACTION

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Text to be added within a bill has been marked with Bold and Underline. Text to be removed has been marked with Strikethrough and Italic.

CHAPTER 55.

IDAHO DIGITAL LEARNING ACADEMY

Section

33-5501. Short title.

33-5502. Creation - Legislative findings - Goal.

33-5503. Academy board of directors.

33-5504. Duties of the academy board of directors.

33-5505. Definitions.

33-5506. Courses - Development - Brokered - Credit - Accreditation.

33-5507. Registration - Accountability.

33-5508. Funding.

33-5501. Short title.

Statute text

This chapter shall be known and may be cited as the "Idaho Digital Learning Academy Act of 2002."

History

[I.C., § 33-5501, as added by 2002, ch. 105, § 1, p. 284.]

Annotations

Compiler's notes. Section 2 of S.L. 2002, ch. 105 declared an emergency. Approved March 19, 2002.

33-5502. Creation - Legislative findings - Goal.

Statute text

(1) There is hereby created within the state department of education the Idaho digital learning academy, a school-choice learning environment which joins the best technology with the best instructional practices.

(2) The legislature finds that it is in the best public interest to create the Idaho digital learning academy based on findings that indicate:

(a) Technology continues to impact all facets of life, including the education of students of school age and adult learners;

(b) Systems for delivery of education are as diverse as the learners;

(c) Public school systems are seeking high quality educational choices within the public system, and are aligning curriculum and assessment with state achievement standards; and

(d) The development of a comprehensive digital learning environment is cost prohibitive for individual school districts.

(3) The goal of the digital learning academy is to provide choice, accessibility, flexibility, quality and equity in curricular offerings for ~~high school-aged~~ **secondary** students in this state.

History

[I.C., § 33-5502, as added by 2002, ch. 105, § 1, p. 284.]

Annotations

Compiler's notes. Section 2 of S.L. 2002, ch. 105 declared an emergency. Approved March 19, 2002.

33-5503. Academy board of directors.

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1 Statute text

2 (1) There is hereby created an academy board of directors which shall be responsible
3 for the development and oversight of the Idaho digital learning academy.

4 (2) The academy board of directors shall be comprised of seven (7) voting members
5 and two (2) nonvoting members as follows:

6 (a) Three (3) members shall be superintendents, each elected to a three (3) year term
7 and each representing two (2) educational classification regions as established by the
8 state board of education. One (1) superintendent shall be elected from among the
9 superintendents in regions one and two on a rotating term basis between the two (2)
10 regions; one (1) superintendent shall be elected from among the superintendents in
11 regions three and four on a rotating term basis between the two (2) regions; and one (1)
12 superintendent shall be elected from among the superintendents in regions five and six
13 on a rotating term basis between the two (2) regions;

14 (b) Two (2) members shall be high school principals, each elected to a three (3) year
15 term by the governing body of the Idaho association of secondary school administrators;

16 (c) Two (2) members shall be citizens at-large who are not professional educators,
17 appointed by the members of the academy board, each to a term of three (3) years; and

18 (d) Two (2) members shall be ex officio, nonvoting members: (i) the state
19 superintendent of public instruction who shall serve concurrently with the term of office
20 to which the state superintendent is elected, and (ii) a member appointed by the
21 academy board of directors to serve as secretary to the academy board.

22 (3) For purposes of establishing staggered terms of office, the initial term of office for
23 the superintendent position representing educational classification regions one and two
24 shall be one (1) year, and thereafter shall be three (3) years. The initial term of office for
25 the superintendent position representing educational classification regions three and
26 four shall be two (2) years, and thereafter shall be three (3) years. The superintendent
27 position representing educational classification regions five and six shall be three (3)
28 years. The initial term of office for one (1) high school principal position shall be one (1)
29 year and thereafter shall be three (3) years, and the initial term of office for the other
30 high school principal position shall be two (2) years and thereafter shall be three (3)
31 years. The initial term of office for one (1) member at-large shall be one (1) year and
32 thereafter shall be three (3) years, and the term of office for the other member at-large
33 shall be three (3) years.

34 (4) No voting member shall serve for more than two (2) consecutive full terms.
35 Members of the board who are appointed to fill vacancies which occur prior to the
36 expiration of a former member's full term shall serve the unexpired portion of such term.

37 (5) The board shall meet in person at least three (3) times annually; none of these three
38 (3) meetings shall be conducted by telephone or video conferencing.

39 History

40 [I.C., § 33-5503, as added by 2002, ch. 105, § 1, p. 284.]

41 Annotations

42 Compiler's notes. Section 2 of S.L. 2002, ch. 105 declared an emergency. Approved
43 March 19, 2002.

44 33-5504. Duties of the academy board of directors.

45 Statute text

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The board shall be responsible for ensuring that academy procedures and courses are in compliance with the rules of the state board of education and applicable statutes of the state of Idaho. In addition, the board shall:

(1) Recommend policies to be established by rule of the state board for effecting the purposes of this chapter.

(2) Employ staff as follows:

(a) A director who shall be responsible for staff development, staff evaluation, program development and oversight, and quality assurance;

(b) A **curriculum and instruction** ~~professional development~~ coordinator who shall be responsible for training faculty in online course design, development and delivery, and shall assist the director in quality assurance;

(c) Clerical staff as necessary to manage student information, maintain student records, manage academy correspondence, and oversee basic financial accounting as directed;

(d) Appropriate technology staff who shall support faculty in understanding and applying the technical aspects of online course development and delivery;

(e) Faculty and teaching staff who are fully certificated Idaho teachers, to design and deliver planned curriculum content. Such staff shall be provided appropriate and sufficient training as necessary. The number of such staff shall largely be dictated by the number of courses under development, the number of courses offered, and the number of students participating in academy programs.

(3) Obtain housing ~~with a host school district~~ where actual operations of the academy are conducted by academy staff. ~~Housing should be minimal and reasonably portable so that it can be transferred from one (1) host district to another without disruption of the program.~~

(4) Contract with a service provider for delivery of academy courses online which shall be accessible twenty-four (24) hours a day, seven (7) days a week.

(5) Ensure that the academy is accredited by the state of Idaho and the northwest accreditation association.

(6) Develop policy for earning credit in courses based on mastery of the subject, demonstrated competency, and meeting the standards set for each course.

(7) Provide for articulating the content of certain high school courses with college and university courses in order to award both high school and undergraduate college credit.

(8) Develop policies and practices which provide strict application of time limits for completion of courses.

(9) Develop policies and practices on accountability, both by the student and the teacher, and in accordance with the provisions of section 33-5507, Idaho Code.

(10) Manage the moneys disbursed to the academy board from the superintendent.

(11) Set fees charged to school districts for student participation; fees charged for summer school; and fees charged to students and adults for professional development offerings.

History

[I.C., § 33-5504, as added by 2002, ch. 105, § 1, p. 284; am. 2003, ch. 306, § 1, p. 841.]
Annotations

Compiler's notes. Section 2 of S.L. 2002, ch. 105 declared an emergency. Approved March 19, 2002.

33-5505. Definitions.

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Statute text

As used in this chapter:

(1) "Academy board," also referred to in this chapter as "the board" means the board of directors of the Idaho digital learning academy as such board is created in section 33-5503, Idaho Code.

(2) "Host district" means an Idaho school district where the **fiscal** operations of the Idaho digital learning academy are housed. ~~The host district shall also act as the fiscal agent for the academy.~~

(3) "Idaho digital learning academy" means an online educational program organized as a fully accredited **secondary** ~~high~~ school with statewide capabilities for delivering accredited courses to Idaho resident students in grades **seven (7)** ~~nine (9)~~ through twelve (12) at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the state board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records.

(4) "State board" means the Idaho state board of education. The board is authorized and directed, with the advice and recommendation of the academy board of directors, to promulgate rules to implement the provisions of this chapter.

(5) "Superintendent" means the Idaho state superintendent of public instruction.

History

[I.C., § 33-5505, as added by 2002, ch. 105, § 1, p. 284; am. 2003, ch. 306, § 2, p. 841.]

Annotations

Compiler's notes. Section 2 of S.L. 2002, ch. 105 declared an emergency. Approved March 19, 2002.

Section 3 of S.L. 2003, ch. 306 is compiled as § 33-5508.

33-5506. Courses - Development - Brokered - Credit - Accreditation.

Statute text

Online courses shall reflect state of the art in multimedia-based digital learning. Courses offered shall be of high quality in appearance and presentation, and shall be designed to meet the needs of all students regardless of the student's level of learning.

(1) All courses developed under the auspices of the academy are the property of the academy. Courses may be developed by qualified Idaho teachers who possess the necessary technical background and instructional expertise. Such persons may also be hired to deliver the course online. Nothing shall prevent the board from providing additional training to teachers in the development and online delivery of courses.

(2) At the discretion of the board with consideration for necessity, convenience and cost effectiveness, brokered courses developed by outside sources may be obtained for use by the academy; however, such courses shall be taught online by Idaho teachers unless special circumstances determined by the director require a waiver of this requirement.

(3) Credit earned in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course, in contrast to credit earned in a traditional classroom based on time spent in the classroom.

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(4) All courses shall meet criteria established by the state of Idaho and the northwest accreditation association as necessary for accreditation of the academy.

History

[I.C., § 33-5506, as added by 2002, ch. 105, § 1, p. 284.]

Annotations

Compiler's notes. Section 2 of S.L. 2002, ch. 105 declared an emergency. Approved March 19, 2002.

33-5507. Registration - Accountability.

Statute text

(1) A student may register with the academy upon recommendation from a traditional school counselor or administrator, or may register directly with the academy if there is no current public school affiliation. However, in order for course work completed through the academy to be recorded on the student's transcript, the student shall indicate which **secondary** high school is to receive and record credits earned.

(2) Students who register for courses shall provide the name of a responsible adult who shall be the contact person for the academy in situations which require consultation regarding the student's conduct and performance. A designated responsible adult for students with a school affiliation may be a teacher, a counselor or a distance learning coordinator. For home schooled students, a parent or guardian may be designated.

(3) Policies of accountability as established by rule of the state board shall address the special conditions which exist in an environment where there is reduced face-to-face contact between student and teacher; where students access courses at any time of day, from any location and at the student's own pace; where online etiquette and ethics should be clearly understood and required of all participants; and where all students' participation is monitored by online teachers and academy personnel.

(4) Policies shall be established by rule of the state board for student-related issues including taking exams, proctored or unproctored; ensuring that the work is being done by the student; and ensuring that ethical conduct and proper etiquette are always observed by all participants.

History

[I.C., § 33-5507, as added by 2002, ch. 105, § 1, p. 284.]

Annotations

Compiler's notes. Section 2 of S.L. 2002, ch. 105 declared an emergency. Approved March 19, 2002.

33-5508. Funding.

Statute text

(1) Funding for the infrastructure of the program shall be provided from an annual budget request to the legislature from the superintendent of public instruction. The superintendent shall disburse the funds to the Idaho digital learning academy board of directors who shall use the moneys to develop courses and maintain operations of the academy.

(2) Additional funding for course offerings through the Idaho digital learning academy shall be added to the Idaho digital learning academy budget by charging fees to the school districts for student participation. These fees shall be established annually by the Idaho digital learning academy board of directors and shall reflect the various types of course offerings available. Fees for summer school and professional development

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offerings to students and adults shall also be established by the Idaho digital learning academy board of directors.

(3) The Idaho Digital Learning Academy shall be eligible to receive alternative school funding according to Idaho Code 33-1002C(1).

History

[I.C., § 33-5508, as added by 2002, ch. 105, § 1, p. 284; am. 2003, ch. 306, § 3, p. 841.]

Annotations

Compiler's notes. Section 2 of S.L. 2002, ch. 105 declared an emergency. Approved March 19, 2002.

Section 2 of S.L. 2003, ch. 306 is compiled as § 33-5505.



Idaho Digital Learning Academy

Quick Reference 2004-2005

What is IDLA?

The 2002 Idaho Legislature approved House Bill 534 “The Idaho Digital Learning Academy Act of 2002” created the Idaho Digital Learning Academy (IDLA) within the State Department of Education (Title 33 Chapter 55, Idaho Code). The IDLA is a statewide, web-based educational program set up to provide Idaho students with greater access to a diverse assortment of courses. This virtual high school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, gifted, and adult learners.

E-Learning

The US Department of Education has made e-learning a priority goal for 2005 and views “virtual education as a powerful technology innovation expanding opportunity for ‘any time, any place’ in support of NCLB... In February 2004, the US Department of Education issued guidance specifically defining virtual schools as a legally acceptable way to create additional capacity for students wishing to transfer.” IDLA provides highly qualified faculty in a 1 to 25 ratio. Faculty work closely with students to insure that learning is taking place, standards are met, and student success occurs.

Accreditation

IDLA is fully accredited by The Northwest Association of Accredited Schools and the Idaho State Department of Education. In addition, IDLA credits are your credits. The local school district transcribes the credits. Many districts do not differentiate between their school credits and IDLA courses. IDLA courses are rigorous and meet state standards.

College Preparation

IDLA provides college credit (concurrent enrollment) options such as government and economics. Students can receive both college credit and high school courses while still enrolled in high school. Check our current list of courses at <http://idla.k12.id.us/Fall2004.htm> for more information. In addition, taking online courses better prepares students for college. In 2000-2001, 56% of all 2 year and 4 year institutions offered e-learning courses with over 3 million enrollments (US Department of Education). This number has significantly increased over the last 3 years. IDLA’s course management software is used by more colleges and universities than any other course management software.

Completion Data

IDLA courses are rigorous. Many students comment that they have learned more in their online courses than in other courses that they have taken. In spite of the rigor, our completion rate is 70%. You can feel confident that students are learning in IDLA courses and with the proper support will be successful.

Statistics 2003-2004

- 1348 course enrollments
- 949 students
- 75 School Districts participation (68%)
- 33.2% At-risk
- 6.8% IEP students
- 9.8% Hispanic

Reasons for taking courses

- Schedule Conflicts – 29%
- Credit Recovery – 20%
- Course Not Offered– 14%
- Early Graduation – 12%

Faculty Statistics

- 49 highly qualified, Idaho-certified faculty
- 55% of faculty have advanced degrees
- 10 years average experience

Impact

“The Idaho Digital Learning Academy has quickly become a successful and growing provider of accessible online high school courses throughout the state of Idaho. The data collected during Spring 2003...provide evidence that the courses and teachers are generally regarded by students as having high quality and meeting their needs. Students gave very high ratings to the course offerings; online course facilities; course content, structure and process; and the quality of support and interaction they experienced with IDLA faculty and staff.”

(Northwest Regional Educational Labs, July 2003)

Information

- Full high school curriculum except for P.E. and Speech.
- Advanced placement, concurrent enrollment, foreign language and elective credits are available.
- Designed to meet Idaho standards, use End of Course Assessments, and reviewed by SDE curriculum specialists.
- Delivered via the Internet and available 24 hours, 7 days a week.
- Classes limited to 25 students.
- Courses offered in 9 week and 16 week sessions (Sep, Nov, Dec, Jan, March, and June).

Other IDLA Services

- ISAT preparatory modules and test banks for Language Arts, Reading, and Math.
- Online site coordinator course.
- Professional development online in-services for teachers, administrators, and para-professionals.

What IDLA students are saying...

- *“I think this is a great idea for people that want to graduate early or need credit to graduate on time and I think it was a great experience.”*
- *“I really enjoyed taking this course because history is my least favorite subject and I believe I did alright in it.”*
- *“I love it. It was a really good experience for me and I would suggest taking IDLA courses to everyone I met on the street. That’s how satisfied I was with this class. I also felt like such an equal to Mr. M. He was always there when I needed him, and I never felt like I could not talk to him. I also was grateful and appreciated so much when I was struggling with personal problems at home that prevented me from doing my online work and I got behind in the courses, Mr. M. personally emailed me and asked me what was going on, and why I was behind. He then worked with me completely and was really supportive and helped me get caught up after I had explained my situation.”*
- *“I think that it is a great way to get a second chance to pass a class.”*
- *“IDLA is a place that I would recommend to all of my friends that are falling behind in High School. It is one of the best experiences that I have had.”*
- *“I had a blast taking this course. The teacher was extremely helpful and patient and that helped me get through the times when I was stressing out about the course. The course was difficult, but I just had to concentrate and get through it and I was fine. I really enjoyed the experience.”*



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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 2, 2004

SUBJECT

Additional Yearly Growth (AYG) and Distinguished Schools Rewards

APPLICABLE STATUTE, RULE, OR POLICY

Rules Governing Thoroughness, IDAPA 08.02.03, Subsection 113

BACKGROUND

In November 2003, the State Board of Education approved the "Rewards" subsection of the Rules Governing Thoroughness, IDAPA 08.02.03. The "No Child Left Behind" Act requires states to outline a plan to reward schools for exemplary performance. The Distinguished Schools reward is modeled after the Title 1 Distinguished Schools reward outlined in the federal law to reward schools for closing the achievement gap. The Additional Yearly Growth (AYG) reward was included in the rules upon the recommendation of the Accountability Commission in an effort to recognize the exceptional growth within schools.

The Rewards subsection was modified to provide more information in calculating AYG and the State Board of Education approved the changes in November 2004.

DISCUSSION

Schools must have achieved Adequate Yearly Progress in order to be considered for the Distinguished Schools and Additional Yearly Growth (AYG) awards. The top five percent (5%) of schools that have "significantly reduced the gaps between subgroups" will be recognized as Distinguished Schools. Those schools that have "demonstrated improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%)" will receive the AYG award.

IMPACT

The rewards will provide recognition of the exemplary performance of selected Idaho schools.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the State Board of Education recognize those schools identified for the Distinguished Schools and Additional Yearly Growth (AYG) rewards as presented at the December 2004 State Board of Education meeting.

BOARD ACTION

A motion for the State Board of Education to recognize the schools identified for the Distinguished Schools and Additional Yearly Growth (AYG) reward.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 2, 2004**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

113. REWARDS.

01. Distinguished Schools. The State Board of Education may recognize as “Distinguished Schools” the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and significantly reducing the gaps between subgroups listed in Subsection 112.03.d. of this rule. (8-12-04)T

02. Additional Yearly Growth (AYG) Award. Schools demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) be considered to have achieved AYG. The school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. (8-12-04)T