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SUBJECT

Approval of Radiography Technology – North Idaho College

APPLICABLE STATUTE, RULE, OR POLICY

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

- Section 33-107(8), Idaho Code. General Powers and Duties of the State Board

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 $250,000 or more per year.

DISCUSSION

North Idaho College (NIC) proposes to establish a new Associate of Applied Science (AAS) degree for Radiography Technology. Radiography Technicians combine art and science to capture and reproduce images of the human body for diagnostic and treatment purposes.

The quality of the program will be ensured through a program review process at NIC. An advisory committee will be established to offer direction as well as evaluation of the program. Once the program is established at NIC, they will seek accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT).

NIC does not currently have a Radiology science program. The College of Southern Idaho, Lewis-Clark State College (LCSC), Boise State University, and Idaho State University have Radiological Science programs in place.

Radiology Technology has been a most consistently requested program by the health care community in Northern Idaho. In January 2003, NIC and LCSC conducted a healthcare worker needs assessment in Regions 1 and 2. Radiology Technology ranked as the third highest needed program. Data obtained from C.C. Benefits (a company that provides economic impact analyses and planning tools for colleges and community leaders) indicates an increase of 17% by 2006 and 32% by 2010 in the number of new and replacement jobs in the five northern counties of Idaho.

The Occupational Outlook Handbook indicates employment for Radiology Technologists and Technicians is expected to grow faster than average for all occupations through 2012, due to increases in population and the increasing need for diagnostic imaging.

The Radiography Technology program is consistent with their efforts to meet NIC's strategic plan, which is to meet the community educational and training needs within NIC's role and mission and be recognized as a leader in educational initiatives in the five northern counties.

IMPACT

A. Source of Funds	FY06	FY07	FY08
1. Appropriated Funds—Reallocation	$373,474	$86,540	$107,101
2. Appropriated – New			
3. Federal			
4. Other:	$373,474	$86,540	$107,101
B. Nature of Funds			
1. Recurring *	$85,500	$86,540	$107,101
2. Non-recurring **	$287,974	$0	$0
Grand Total	$373,474	$86,540	$107,101

STAFF COMMENTS AND RECOMMENDATIONS

NIC's request for establishing a new Associate of Applied Science in Radiography Technology is consistent with their 8-Year Plan for Delivery of Academic Programs in the Northern Region. Board staff and CAAP recommend approval as presented.

BOARD ACTION

A motion to approve North Idaho College's request to establish an A.A.S., in Radiography Technology.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**

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 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.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY – continued

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.

(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.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY – continued

(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.

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:

(8) approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

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SUBJECT

Just for the Kids Program Presentation

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The Just for the Kids (JFTK) program is being presented to the Board for informational purposes only. The program collects, analyzes, and publicly discloses, on the web, statewide school achievement data and compares schools with similar student populations. For example, the data can identify consistently high-performing schools serving disadvantaged students. The National Center for Educational Accountability is the national sponsor for JFTK. The program is being implemented throughout the United States on a state by state basis.

Education stakeholders from across the state of Idaho met in April of this year to begin the process of determining if the JFTK program can help meet the data analysis needs of Idaho policymakers, trustees, charter directors, administrators, teachers, parents, and higher education. The key stakeholders form a partnership to manage the activities of the state affiliate organization. State affiliates are responsible for bringing a school improvement model to their state that is based on the JFTK data analysis.

DISCUSSION

Sound education policy must be based on what will make a difference - not on good intentions. Just for the Kids collects enrollment and state test data to analyze student achievement in core academic subjects. The JFTK School Reports identifies a school's potential for improvement by comparing it to other schools with equally or more disadvantaged students. This analysis identifies which schools are succeeding and which ones need more help. Ultimately this information is used to identify and investigate educational best practices. Policy makers can use the JFTK School Reports and Best Practice Framework as a tool to help them design accountability and support systems, determine the impact of past policies and monitor the effectiveness of new initiatives.

IMPACT

The purpose of the presentation is to promote a meaningful discussion on the merits of implementing the Just for the Kids program in Idaho.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board delay any action to participate as a state affiliate until short and long terms costs are more fully investigated. At a minimum, staff support is needed to provide data to the JFTK network. The National Center estimates that the average annual affiliate budget ranges from $125,000 to $375,000 depending upon the staffing and operating expenses of

the affiliate when the program is fully implemented. The greatest expenses to the affiliate are associated with the best practices portion of the program.

BOARD ACTION

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

Just for the Kids

Presentation for the
Idaho State Board of
Education
August 12, 2005

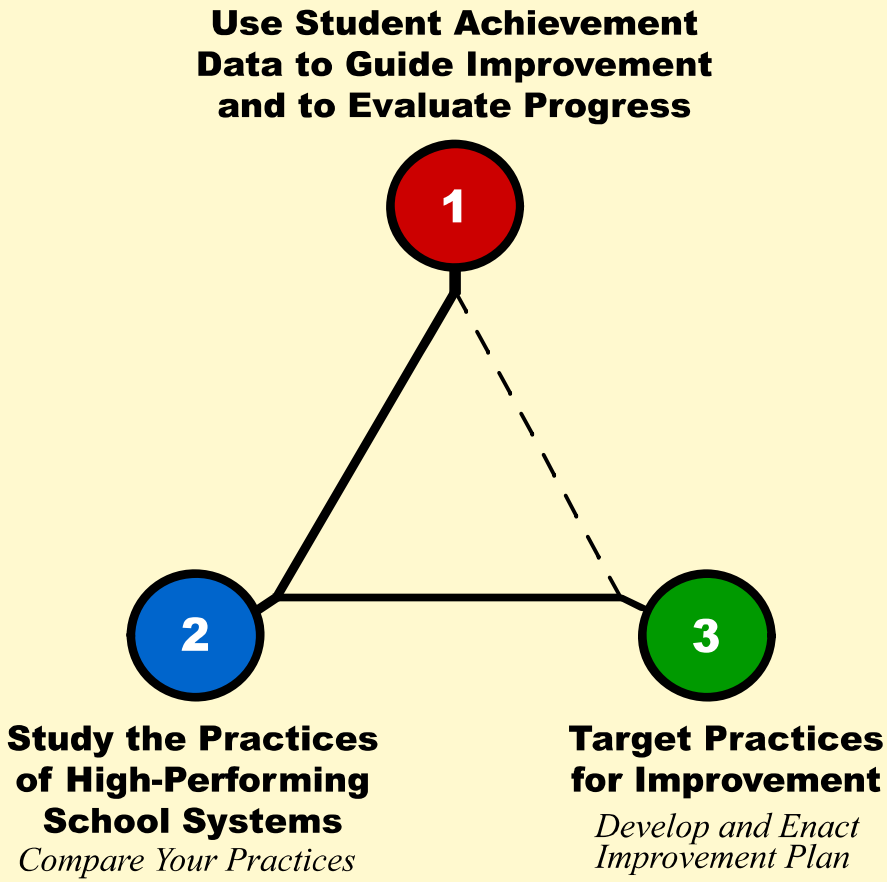
Wanda Quinn, President
Idaho School Boards Association, Inc.

Just for the Kids

- A collaborative effort of National Center for Educational Accountability, Education Commission of the States, and State Affiliates.
- A Web-based data analytics program that helps districts gauge their school's performance relative to schools with similar populations.
- The JFTK Goal is to improve student achievement by ***informing, inspiring and improving***.

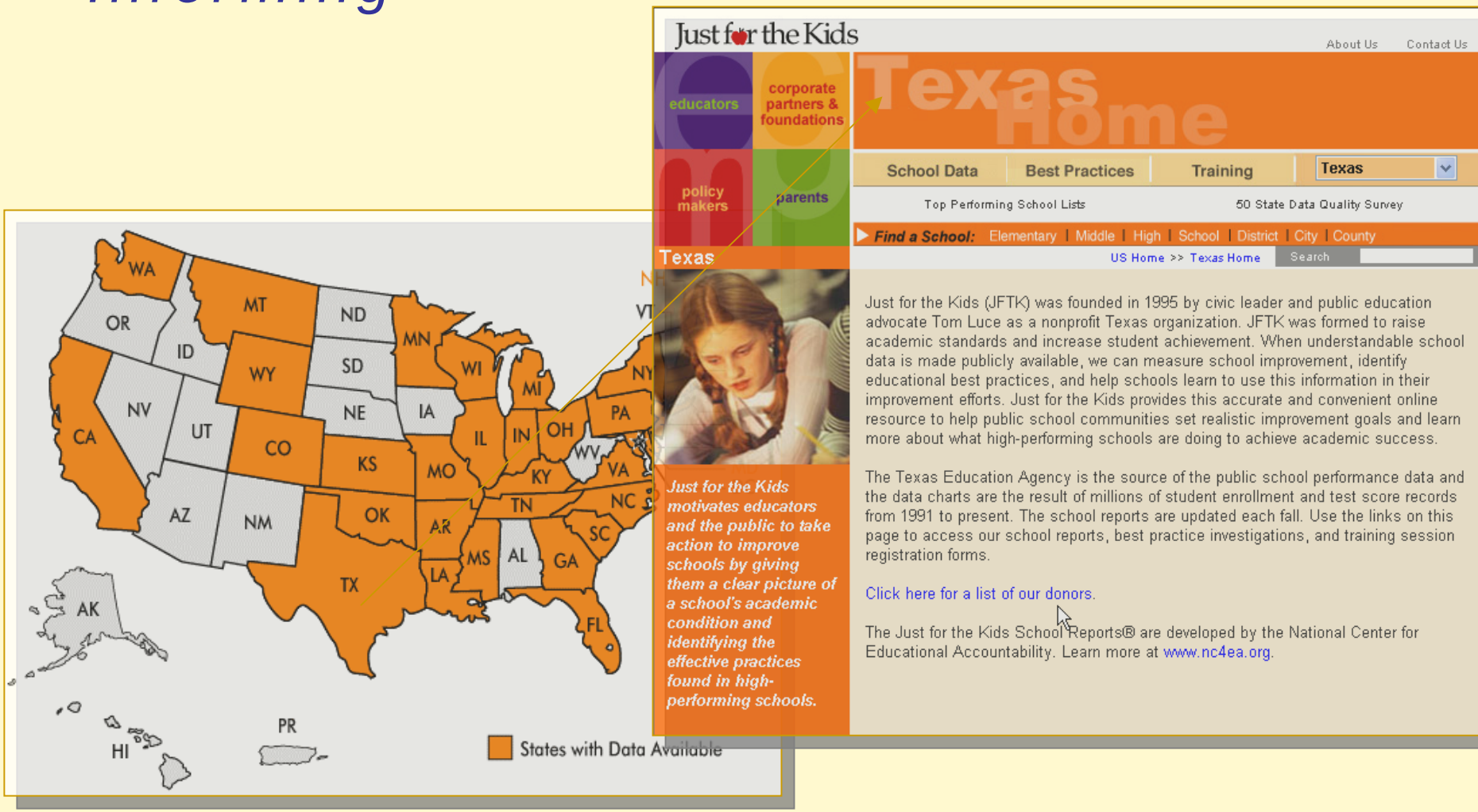
How will it Assist in Improving Student Achievement?

1. ***Informing*** –
   - Deliver State School Level Data
   - Create and Post Reports
   - Launch State Website
   - Use Student Achievement Data to Guide Improvement and Evaluate Progress (No Cost).
2. ***Inspiring*** –
   - Organize State Best Practice Studies
   - Identify and Conduct Studies on High Performing Schools (Cost Varies, Estimate $40–100k).
3. ***Improving*** –
   - Target Practices for Improvement
   - Disseminate Best Practice Study Findings
   - Build Demand for Reports
   - (Cost $XXX)

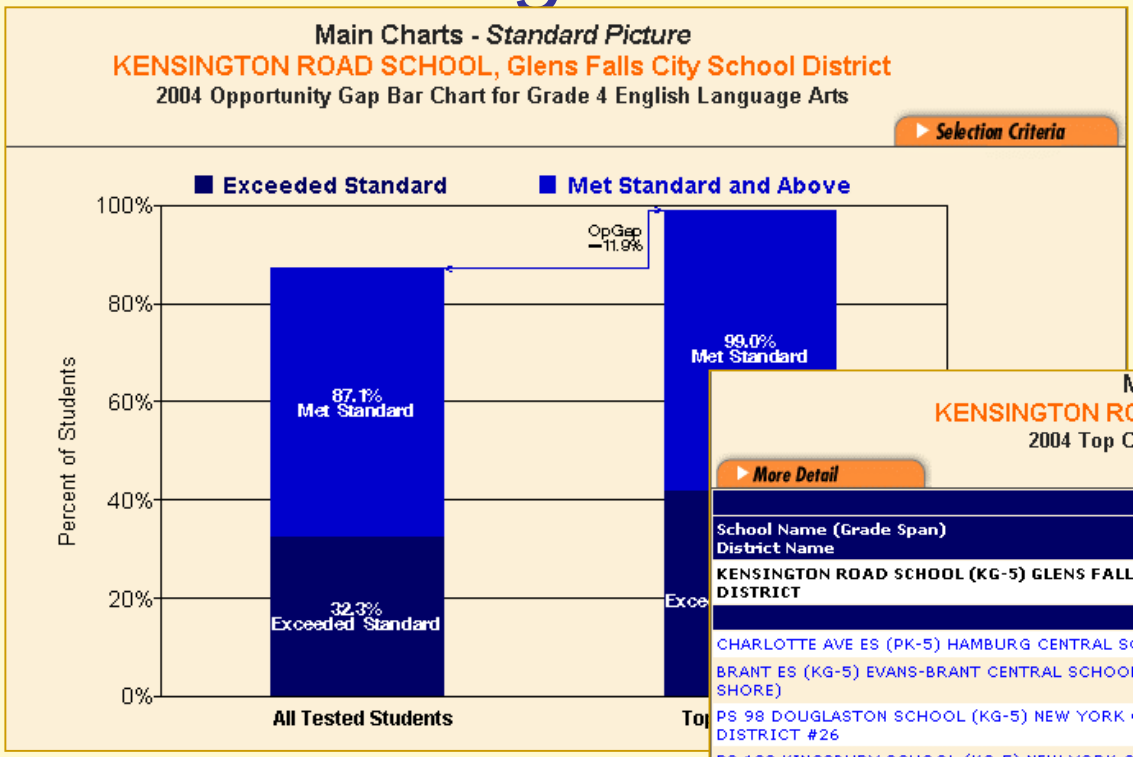


How will it Assist Districts and the State in Collection, Reporting and Assessment of Data?

Informing



Sample School District *Informing*



Opportunity gap analysis

Top comparable schools table

Main Charts - *Standard Picture*

KENSINGTON ROAD SCHOOL, Glens Falls City School District

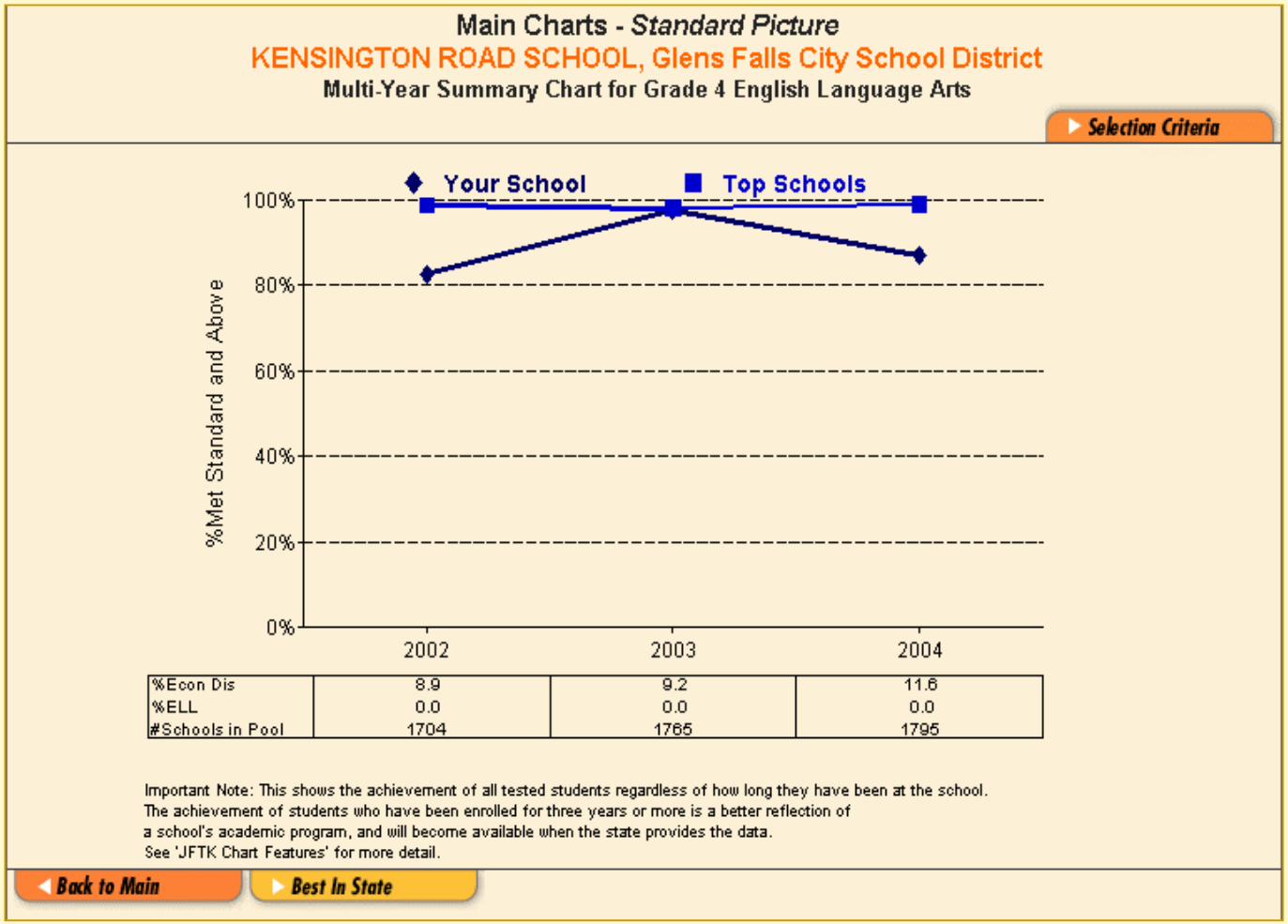
2004 Top Comparable Schools for Grade 4 Mathematics

More Detail | Selection Criteria

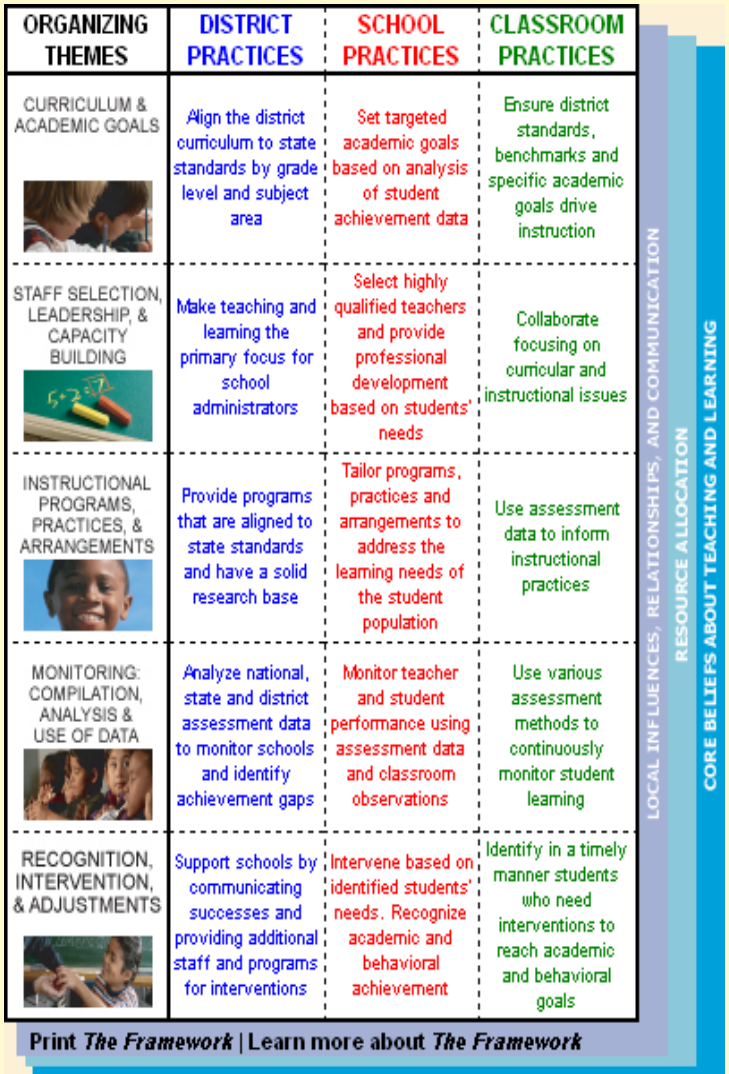
School Name (Grade Span) District Name	All Tested Students(1) %Met Standard and Above	All Tested Students(1) %Exceeded Standard	All Tested Students(1) Number of Students	School-Wide %Econ Dis	School-Wide %ELL
KENSINGTON ROAD SCHOOL (KG-5) GLENS FALLS CITY SCHOOL DISTRICT	96.9	59.4	32	11.6	0.0
CHARLOTTE AVE ES (PK-5) HAMBURG CENTRAL SCHOOL DISTRICT	100.1	43.8	48	23.3	0.0
BRANT ES (KG-5) EVANS-BRANT CENTRAL SCHOOL DISTRICT (LAKE SHORE)	100.1	18.8	16	47.4	0.0
PS 98 DOUGLASTON SCHOOL (KG-5) NEW YORK CITY GEOGRAPHIC DISTRICT #26	100.0	86.4	44	20.7	1.7
PS 188 KINGSBURY SCHOOL (KG-5) NEW YORK CITY GEOGRAPHIC DISTRICT #26	100.0	80.2	96	17.7	3.3
JOHN F. KENNEDY SCHOOL (KG-5) GREAT NECK UNION FREE SCHOOL DISTRICT	100.0	75.3	85	14.1	16.9
PS 47 CHRIS GALAS SCHOOL (KG-8) NEW YORK CITY GEOGRAPHIC DISTRICT #27	100.0	72.2	18	62.2	0.5
NAPLES ES (KG-6) NAPLES CENTRAL SCHOOL DISTRICT	100.0	71.9	64	29.8	0.0
ELM STREET ES (KG-6) WAVERLY CENTRAL SCHOOL DISTRICT	100.0	70.6	51	48.9	0.0
EAST STREET SCHOOL (KG-5) HICKSVILLE UNION FREE SCHOOL DISTRICT	100.0	68.0	50	19.1	12.9
MANNSVILLE MANOR ES (KG-4) SOUTH JEFFERSON CENTRAL SCHOOL DISTRICT	100.0	66.7	66	53.6	0.0
Average of Top Comparable Schools	100.0	69.9			
Opportunity Gap	-3.1				
Number of Schools in Pool	1794				

Sample School District *Informing*

Multi year grade/subject performance



Best Practice Framework and Self-Audits *Inspiring*



ORGANIZING THEMES	DISTRICT PRACTICES	SCHOOL PRACTICES	CLASSROOM PRACTICES
CURRICULUM & ACADEMIC GOALS	Align the district curriculum to state standards by grade level and subject area	Set targeted academic goals based on analysis of student achievement data	Ensure district standards, benchmarks and specific academic goals drive instruction
STAFF SELECTION, LEADERSHIP, & CAPACITY BUILDING	Make teaching and learning the primary focus for school administrators	Select highly qualified teachers and provide professional development based on students' needs	Collaborate focusing on curricular and instructional issues
INSTRUCTIONAL PROGRAMS, PRACTICES, & ARRANGEMENTS	Provide programs that are aligned to state standards and have a solid research base	Tailor programs, practices and arrangements to address the learning needs of the student population	Use assessment data to inform instructional practices
MONITORING: COMPILATION, ANALYSIS & USE OF DATA	Analyze national, state and district assessment data to monitor schools and identify achievement gaps	Monitor teacher and student performance using assessment data and classroom observations	Use various assessment methods to continuously monitor student learning
RECOGNITION, INTERVENTION, & ADJUSTMENTS	Support schools by communicating successes and providing additional staff and programs for interventions	Intervene based on identified students' needs. Recognize academic and behavioral achievement	Identify in a timely manner students who need interventions to reach academic and behavioral goals

LOCAL INFLUENCES, RELATIONSHIPS, AND COMMUNICATION
RESOURCE ALLOCATION
CORE BELIEFS ABOUT TEACHING AND LEARNING

Print *The Framework* | Learn more about *The Framework*

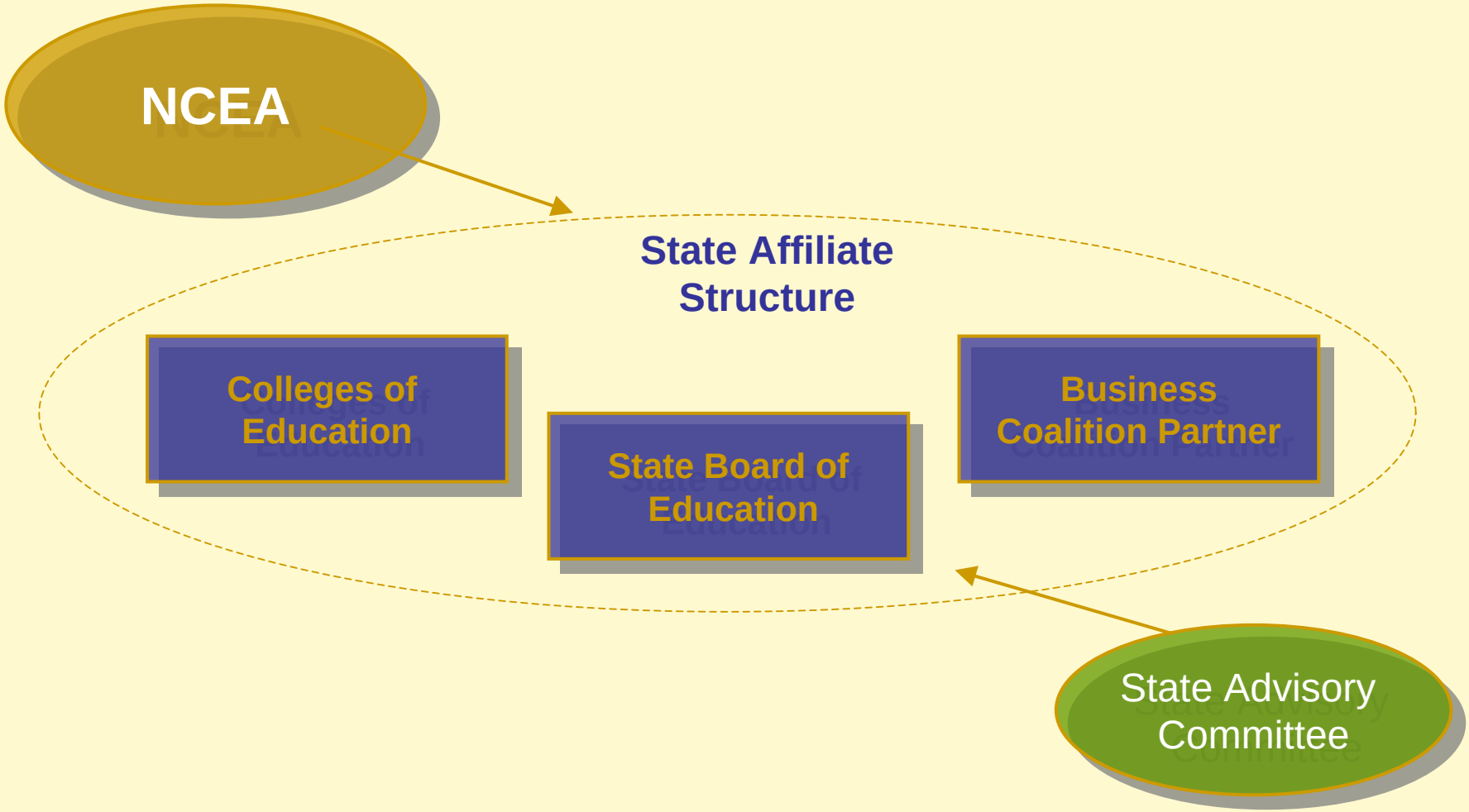
Best Practices Framework

- All State Studies are published on the website in a consistent framework
- Interactive links from this common best practices framework lead users to study results found in high performing districts, schools, and classrooms.

Web-based Self-Audits

- Help identify key practice gaps and lead them to materials and resources to help plan school improvement efforts.

What is the State Board of Education's Role?
Improving

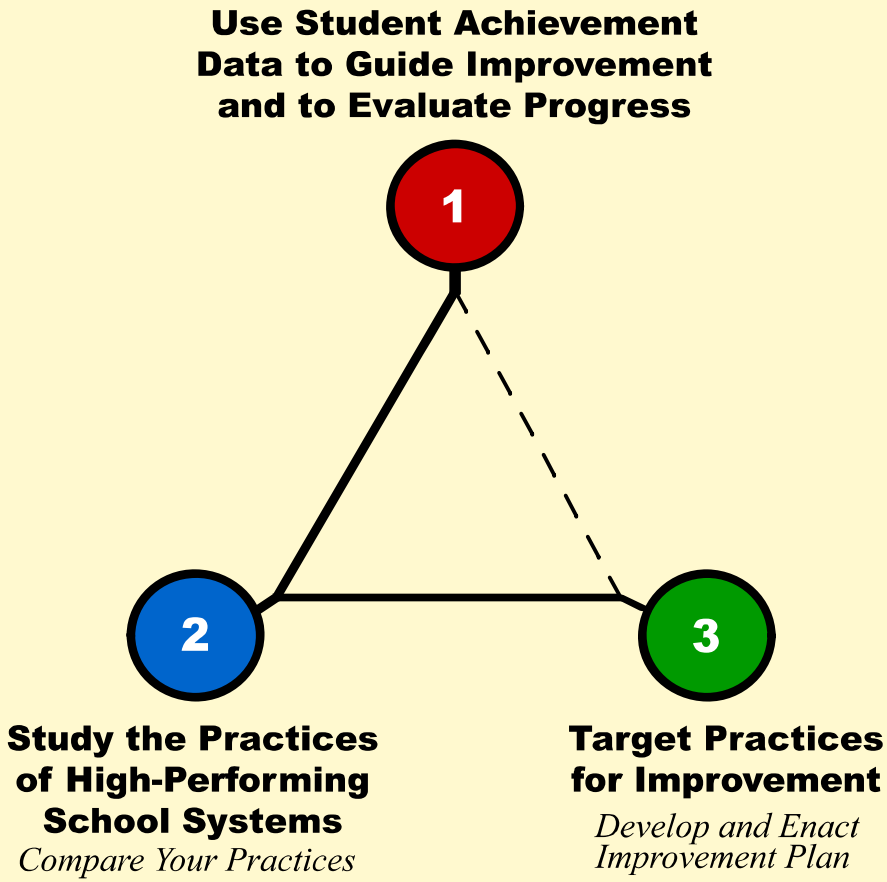


What Does this Cost?

1. ***Informing*** – **(No Cost)**
   - Deliver State School Level Data using data which is already culled for state and federal reporting purposes
   - Create and Post Reports
   - Launch State Website
   - Use Student Achievement Data to Guide Improvement and Evaluate Progress

2. ***Inspiring*** – **(Cost Varies, Estimate $40–100k)**
   - Organize State Best Practice Studies
   - Identify and Conduct Studies on High Performing Schools

3. ***Improving*** – **(Low Cost, Varies)**
   - Target Practices for Improvement
   - Disseminate Best Practice Study Findings
   - Build Demand for Reports
   - Disseminate through Associations Conferences, existing membership mechanisms.



What are the Advantages for the State?

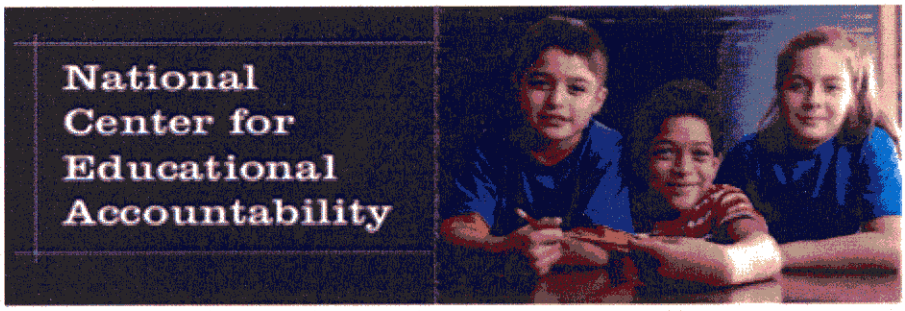
- Low cost for the amount of information provided and potential for school improvement
- A positive tool for diagnosing need for school improvement and celebrating best practices in Idaho schools.
- Web-based, ubiquitous, easy access
- State's own database of best practices, based on a evidence-based, tested protocol
- Data to aid in school improvement planning
- The benefit of 20 other state's experiences

Stakeholder Meeting Participants

- State Department of Education
- Office of the Governor
- LCSC
- BSU
- CSI
- PTA
- UofI
- Albertson College of Idaho
- IACI
- ISU
- Albertson Foundation
- IEA
- IASA
- Idaho School Boards Association
- State Board of Education

Next Steps

- Stakeholder Meeting in September to determine level of involvement from institutions, agencies, and associations
- Invite the State Board of Education to participate in the program.



National Sponsor of the Just for the Kids *School Improvement Model*

The *Just for the Kids School Improvement Model*

The call for clear and consistent information about educational practices linked to increased student achievement is being heard across the nation. Converting the data of schools that are closing the achievement gap into improved teaching and learning practices is paramount to the success of America's public education system and the future success of our students.

The National Center for Educational Accountability (NCEA) is a part of a nationwide collaborative effort by the Education Commission of the States, The University of Texas at Austin, and Just for the Kids. A principal goal of the National Center for Educational Accountability (NCEA) is to expand the ***Just for the Kids School Improvement Model*** to help improve student achievement for all children.

Overview of Improvement Strategy

The Just for the Kids School Improvement Model is a powerful web-based resource that helps all members of a school community gauge their school's performance relative to schools with similar student populations and gives them the opportunity to replicate the proven practices of consistently high performing schools. The following three-tiered strategy outlines our approach using data-based information to bring about academic improvement:

Inform

1 Deliver State School Level Data
2 Create and Post State JFTK School Reports
3 Launch the State JFTK Website

Inspire

4 Organize State Best Practice Study
5 Identify High Performing and Average Performing Schools
6 Conduct Best Practice Study Investigations

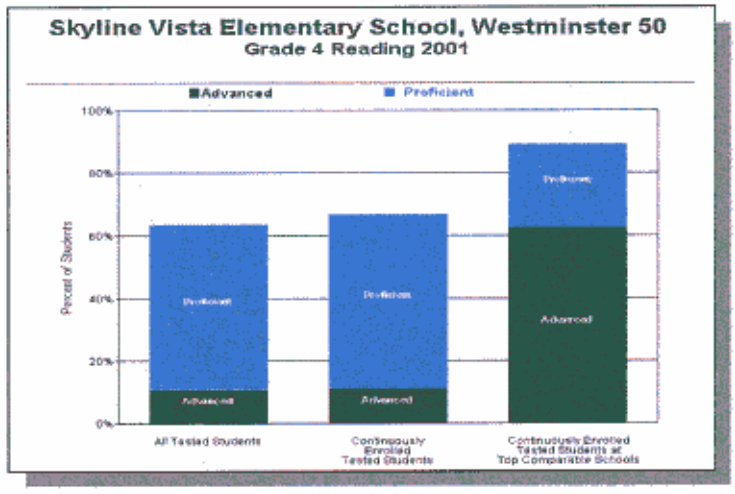
Improve

7 Disseminate Best Practice Study Findings
8 Build understanding and Demand for School Reports and Best Practices
9 Actively Participate in the National JFTK Network

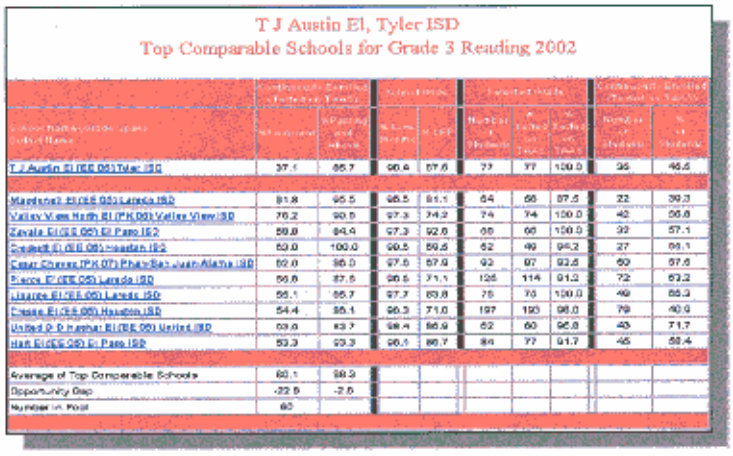
Inform – Just for the Kids School Reports

Just for the Kids® (JFTK) School Reports are based on analysis of information obtained from the state department of education in each state and provide an unbiased, data-based view of a school's academic achievement. All are publicly available at ***www.just4kids.org*** and consist of the following:

Opportunity gap bar charts – offer every school a clear picture of their potential for improvement based on results in top performing schools with similar student populations from across the state.

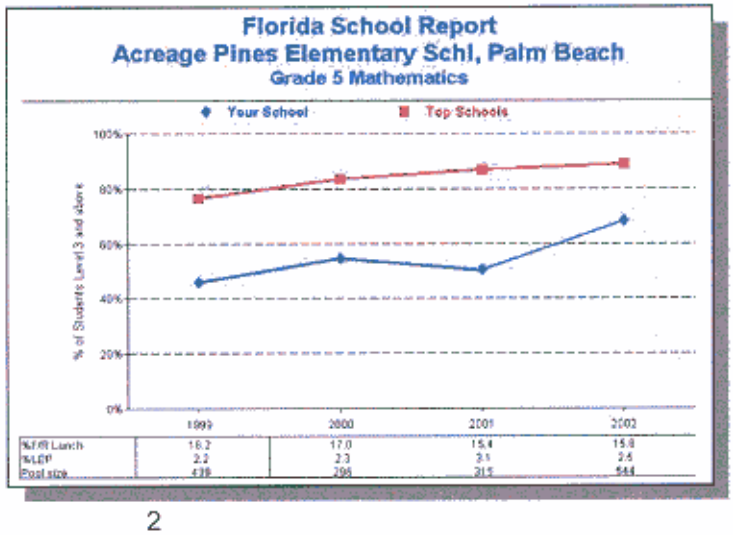


Top comparable schools tables –identify the top comparable schools by name and provide a starting point for grade level, subject specific networking and collaboration.


T J Austin El, Tyler ISD
Top Comparable Schools for Grade 3 Reading 2002

T J Austin El (EE 05) Tyler ISD	37.1	85.7	96.4	97.6	77	77	100.0	35	45.5
Mandrell El (EE 05) Laredo ISD	81.8	95.5	96.5	91.1	64	66	97.0	22	39.3
Valley View Hgts El (PK 05) Valley View ISD	76.2	90.5	97.3	94.2	74	74	100.0	42	56.8
Zavala El (EE 05) El Paso ISD	59.8	84.4	97.3	92.6	66	66	100.0	32	57.1
Crockett El (EE 05) Houston ISD	53.0	100.0	99.5	99.5	62	49	94.2	27	69.1
Cesar Chavez (PK 07) Pharr-San Juan-Alamo ISD	92.0	96.0	97.6	97.9	92	97	93.8	69	97.6
Pierce El (EE 05) Laredo ISD	56.6	87.5	96.5	91.1	126	114	91.2	72	63.2
Lizarde El (EE 05) Laredo ISD	56.1	85.7	97.3	93.8	75	75	100.0	49	65.3
Crespo El (EE 05) Houston ISD	54.4	85.1	96.3	71.0	197	193	98.0	79	40.9
United D D Hachar El (EE 05) United ISD	63.0	83.7	98.4	96.9	62	60	96.8	43	71.7
Hart El (EE 05) El Paso ISD	53.3	93.3	96.1	86.7	84	77	91.7	45	58.4
Average of Top Comparable Schools	60.1	89.2							
Opportunity Gap	-22.9	-2.6							
Number in Pool	60								

Multi-year summary line charts – allow a yearly benchmark to assess the effect of programs and initiatives.



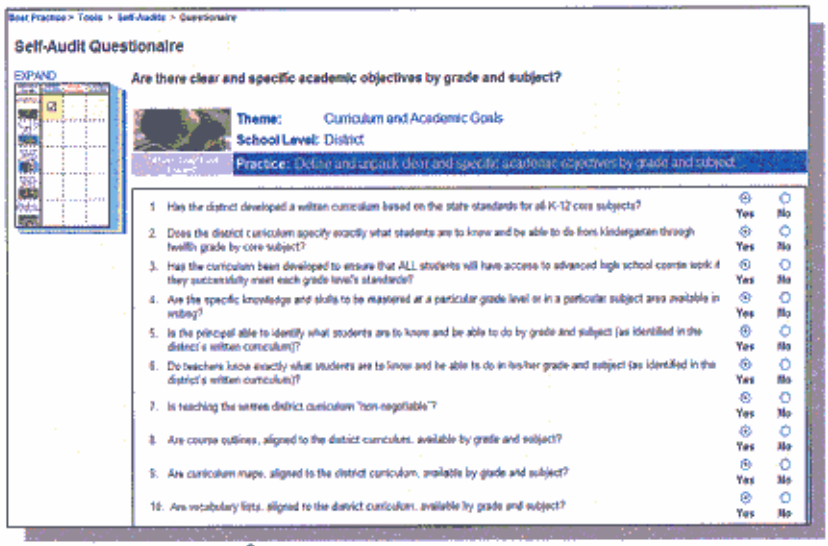
Inspire – JFTK Best Practice Framework and Self-Audits

Based on the same information and analysis used to create the *Just for the Kids School Reports*, *Just for the Kids'* state comparable *Best Practice Studies* provide information on how high-performing schools are succeeding and equip others with tools to replicate their success.

Best Practice Framework:
All state study results are published on ***www.just4kids.org*** in a consistent framework. Interactive links from this common best practices framework lead ***www.just4kids.org*** users to study results found in high performing districts, schools and classrooms. Descriptive information from field investigators about each practice and tools collected in the field are some of the resources shared at ***www.just4kids.org***

While *Just for the Kids School Reports* motivate action and the *State Best Practice Studies* provide vivid examples of success, our goal is to make sure both are applied to the process of supporting learning improvement in our schools. In addition to hosting and participating in local, regional and national workshops and conferences, *Just for the Kids* develops online tools including:

Web-based *Self-Audits,*
to help schools identify their key practice gaps and lead them to materials and resources to help plan their school improvement efforts.



Improve – Impacting academic achievement

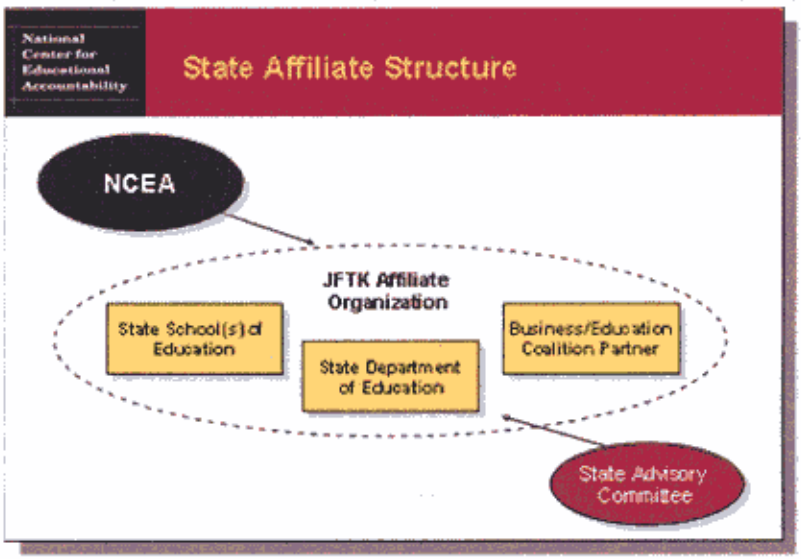
Implementing the *Just for the Kids School Improvement Model* in a state supports data-based school improvement in three unique and compelling ways.

Focused Data Analysis on School/Grade Achievement – *Just for the Kids School Reports* provides a service to all members of a state's school communities in that they whittle down the reams of education data now collected to focus on reliable, relevant, longitudinal data (when available) which highlight the learning that is occurring within a specific school.

Data-based Best Practices – *Just for the Kids State Best Practice Studies* provide the investigative tools and research methodology needed for a state to conduct in-depth best practice studies to capture the policies and practices at the district, school, and classroom levels that are resulting in the success at consistently high performing schools and to publish the results on a publicly available website.

Accelerated School Improvement - Based on extensive experience over numerous years and in a number of states, we believe that simply compiling and publishing student achievement data and school comparisons will not promote change and school improvement. That in order to to optimize data and best practice investigation, there must be an effective state-level voice for school improvement. Each state needs an organization that takes ownership of data's potential when combined with best practice studies.

JFTK State Affiliates – This organization, called a *State Affiliate*, promotes these JFTK website resources to educators, business leaders, policy makers and parents to help facilitate school improvement.



Supported by NCEA, *Just for the Kids State Affiliates* are leading efforts in their states to promote data analysis and public sharing of results; to use the findings of best practice studies as the foundation for professional development and trainings for educators (especially those not making AYP); to ensure that data analysis is an integral part of all school improvement strategies; and to support data-based benchmarking and best practice studies.

SUBJECT

Final spend down of Federal FY03 (2003-2004) federal funds by SDE and OSBE.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code

BACKGROUND

Federal FY03 was the first year federal funds from No Child Left Behind (NCLB) were directed through the account of the State Board of Education as the State Education Agency (SEA). These grants, in general, are formula grants made to the states and are available for obligation for a total of 27 months. (Following the obligation period, an additional three-month period is provided during which obligated funds may be paid out.) This time frame is designed to maximize the full utilization of federal education funding. September 30, 2005, is the end of the 27-month obligation period for FY03 funds. For the last two years, the U.S. Department of Education has contacted the Governor's office in the June timeframe with a list of grants for which the remaining balance was over 10-15% of the original grant award. The Idaho State Board of Education has also focused heightened attention on the importance of the full and effective use of all funds by the state.

DISCUSSION

Two spreadsheets are associated with this agenda item: one for OSBE grants and a second for NCLB grants that are administered by the State Department of Education. Each indicates the June 30, 2005, balance for a number of grants, including the original amount of the award and a breakdown of the balance into two categories: 1) funds that flow through to legally required beneficiaries, and 2) grant administrative funds. Grant administrative funds are used to pay managing agency personnel, cover various operating costs, and also may include activities required for the state agency to provide on a statewide basis. Federal law defines specific requirements. The goal is always to "zero out" all grant funding to maximize the benefit to the state.

The OSBE spread sheet lists federal grants for the FY03 funding period. The remaining balance for each funding source is listed. Several have already been zeroed out. Those grants with a remaining balance have the remaining funds divided into those used by OSBE and those passed through either to school districts or institutions of higher education, depending on the specific grant requirements. Program managers have either already obligated these funds or have plans to have them obligated by the end of the funding period. Plans are in place to pay out all funds within their originally allowed time frames. The one exception is that the program manager for the mentoring/pay for performance grant has obtained an extension of the pay out period in order to allow a later payment for the evaluation contract, which will be made in June 2006.

The SDE spread sheet also lists grants for the FY03 funding period with balances on June 30, 2005. Since a similar report regarding balances on April 30, approximately $1.9 million has been paid out. Continued pay out at that rate could pay out all funds by September 30. Summer months mean less activity for most grants at the local level, making this scenario unlikely. However, some of the grants, especially those that involve professional development for teachers, are most active during the summer months.

It is likely that a very high percentage of the funds will be utilized by the December 31 deadline. SDE staff indicates that these balances, which represent less than five percent of the original award, are normal for this point in the grants and that most funds are expected to be utilized. Funds are not reverted to the U.S. Treasury for five years after an award is made. This time frame allows for the full period of availability plus additional time for possible extensions of liquidation. For instance, on October 1, 2004, funds from grants awarded in 1998 reverted. Idaho reverted $87,640.61, a very small (since these funds predate NCLB, roughly estimated at 0.1%) percentage of the original awards, especially when distributed over the many districts in the state.

The Even Start program, which has 64% of the original award remaining, experienced some management and evaluation difficulties with local programs discontinuing early in the funding period. This program received several findings in the federal Title I review in March. SDE has corrected these difficulties, has moved to obligate all the funds, and has requested an extension of the pay out period to assure full utilization of the grant.

IMPACT

Full utilization of funds benefits students in Idaho. Unspent funds from these grants will be returned to the U.S. Treasury.

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

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

OFFICE OF THE STATE BOARD OF EDUCATION
Federal FY03 OSBE Grant Status 6/30/05

Grant Title and/or Name	03-04 Allocation**	Remaining balance 6/30/05***	Flow through to Districts/ Universities	Personnel and Operating	Spend out status
Title IG-Advanced Placement****	$24,050	$16,562	$16,562	$0	Funds will carry forward. Discretionary grant. See footnote.
Title IIA-Improving Teacher Quality	$363,031	$345,897	$345,340	$557	Anticipated spend out; activities completed; awaiting invoices for payment.
Mentoring & Pay for Performance*	$230,765	$225,172		$225,172	Anticipated spend out. Obligation documents will be in place by deadline and most payouts will be completed within required timeframe. An extension of payout time has been approved for one obligation.
Title IIIA-Language Acquisition	$1,242,349	$74,514	$13,866	$60,648	Anticipated spend out.
Title VI-State Assessments	$4,108,407	$0			All funds spent
Student Scholarships					
LEAP	$119,542	$0			All funds spent
SLEAP	$57,433	$0			All funds spent
BYRD	$204,000	$0			All funds spent

* Federal FY00 discretionary grant that was extended for one additional year-obligation period ends August 31, 2005
OSBE may continue for 90 days to claim reimbursement for expenses obligated by 8/31/05 (November 29,2005)

** Obligation authority for these grants expires at the end of the Federal Fiscal Year (9/30/05), the end of 27 month period. Exceptions noted.
OSBE may continue for 90 days to claim reimbursement for expenses obligated by 9/30/05

*** This column contains the total of trustee/benefit (flow through to districts and higher education instutions) and personnel/operating funds remaining.
Plans are in place to obligate these funds within the allowed timeframe.

****Subsequent year's grants added to old grant balance within a single grant number; FIFO

Idaho Superintendent of Public Instruction
for Idaho State Board of Education
Federal FY03 Grant Status for Grant Awards Effective 7/1/03

Grant Name	Grant Award		Remaining Balance 6/30/05*	Flow through to districts	SDE Personnel and Operating	Spend out Status
Title I-A Disadvantaged Students	$39,875,687		$82,193	$82,193	$0	Anticipated spend out of funds
Title I-B Reading First	$4,213,421		$713,551	$520,743	$192,808	Anticipated spend out of funds
Title I-B-3 Even Start	$1,120,106		$726,769	$724,172	$2,597	Anticipated spend out of funds***
Title I-C Migrant Education	$4,685,451		$128,737	$37,064	$91,673	Anticipated spend out of funds
Title I-D Neglected and Delinquent	$212,431		$309	$0	$309	Anticipated spend out of funds
Title I-F Comprehensive School Reform and Title V-D-1 Improvement of Education	$1,082,697		$668,872	$653,849	$15,023	Anticipated spend out of funds
Title II-A Improving Teacher Quality	$13,602,215		$173,926	$123,735	$50,191	Anticipated spend out of funds
Title II-B Math/Science Partnerships	$499,218		$203,637	$203,637	$0	Anticipated spend out of funds
Title II-D Education Technology	$3,214,970		$172,910	$172,910	$0	Anticipated spend out of funds
Title IV-B Community Service for Suspended and Expelled	$248,375	**	$6,272	$2,923	$3,349	Anticipated spend out of funds
Title IV-A Safe and Drugfree Schools	$2,292,555		$88,342	$32,637	$55,705	Anticipated spend out of funds
Title IV-B Community Learning Centers	$2,773,597		$613,547	$561,570	$51,977	Anticipated spend out of funds
Title V-A Innovative Programs	$1,899,100		$24,788	$24,788	$0	Anticipated spend out of funds
Title VI-B-2 Rural and Low Income Schools	$340,442		$69,837	$38,157	$31,680	Anticipated spend out of funds
Title VII-B Education for Homeless Children	$187,417		$2,130	$0	$2,130	Anticipated spend out of funds
	$76,247,682		$3,675,820	$3,178,379	$497,441	

*Contains the total of trustee/benefit and personnel/operating funds remaining
**Last year of grant award
***Extended liquidation

SUBJECT

Overview of the Accelerated Learning and Preparation for Postsecondary Education Task Force

APPLICABLE STATUTE, RULE, OR POLICY

- IDAPA 08.02.03, Rules Governing Thoroughness, Section 107, High School Graduation Standards
- Board Policy Section III.Y. - Accelerated Learning Program

BACKGROUND

In January 2005, the Board organized the Accelerated Learning and Preparation for Postsecondary Education Task Force for the purpose of developing recommendations to address high school reform and to increase the number of students who enter and graduate from college. The Board purposefully established the task force to examine rules and policies associated with K-20 for the purpose of increasing the number of students who are prepared for and enter the state's higher education institutions. Idaho has the *fifth lowest* rate among the fifty states for the number of students who enroll in college after graduating from high school.

DISCUSSION

The following goals were developed for the task force to guide its work and to produce a set of recommendations for improving the overall quality of the educational system in Idaho. The task force's work was also guided by a number of national reports calling for states to enact system-wide reforms to make the high school experience, particularly the senior year, more relevant, engaging, and rigorous. The reports also addressed the need to enhance opportunities for students to take advanced college-level classes before graduating from high school.

Goal One: To increase the number of students prepared for and attending postsecondary institutions.

Goal Two: To increase opportunities for and involvement in accelerated learning programs (including advanced placement, dual enrollment, concurrent enrollment, tech prep, and International Baccalaureate programs, as appropriate).

Goal Three: To increase academic engagement by senior level students through a relevant and rigorous curriculum.

Goal Four: To carefully examine the benefits and issues associated with increasing high school core-credit and middle school curriculum requirements

The task force was organized into two subcommittees to facilitate more in-depth discussions for two major topics: Postsecondary Readiness and Advanced Opportunities.

Membership

Sue Thilo Chair and State Board Member	Postsecondary Readiness
Rod Lewis President, State Board of Education	Postsecondary Readiness
Karen McGee State Board Member	Advanced Opportunities
Laird Stone State Board Member	Advanced Opportunities
Marilyn Howard Superintendent of Public Instruction and State Board Member	Postsecondary Readiness
Sona Andrews Provost/Vice President for Academic Affairs Boise State University	Advanced Opportunities
Elaine Asmus AP Science Teacher, Snake River High school	Advanced Opportunities
Parra Byron Education Policy Advisor, Governor's Office	Postsecondary Readiness
Jerry Gee Vice President of Instruction, North Idaho College	Advanced Opportunities
Christine Ivie Elementary/Secondary Academic Officer Office of the State Board of Education	Postsecondary Readiness
Dean Jones Administrator of Instruction, Boise School District	Postsecondary Readiness
Dan Petersen Director of Research State Division of Professional-Technical Education	Advanced Opportunities
Valerie Schorzman Gift and Talented Specialist, State Dept. of Education	Advanced Opportunities
Cindy Sisson Math Curriculum Director, Meridian School District	Postsecondary Readiness
Jim Soper Principal, Sandpoint High School	Postsecondary Readiness
Mark Wheeler Director of Enrollment Services, Boise State University	Postsecondary Readiness
Pat White Outreach Programs Coordinator, State Dept of Education	Postsecondary Readiness
Marilyn Davis Chief Academic Officer Office of the State Board of Education and Support staff for the committee	

Major Recommendations

1. Add more rigor and relevance to the high school curriculum by increasing graduation requirements for math and science.

2. Enhance the four-year learning plan by requiring a Postsecondary Readiness Plan at the end of sixth grade.

3. Add a requirement for eight credits of career focus that is tied to the Postsecondary Readiness Plan (any instructional area related to a career focus such as advanced math, the arts, world languages, health careers, technical subjects, etc.).

4. Require students to take the ACT, SAT, or COMPASS test by the end of the 11th grade.

5. Increase rigor at the middle school level to prepare students for a more challenging high school curriculum.

6. Increase access to advanced learning opportunities and dual credit classes to earn college credit at the high school campus or to take courses at a postsecondary institution prior to graduation.

IMPACT

The task force recommendations, if implemented, will more closely align high school graduation requirements with college entrance standards and in return, better prepare students as they transition from high school to college. Additionally, the recommendations will enhance curricular alignment between the high school and middle school curriculum to assure that middle school students are prepared for the more rigorous high school curriculum.

STAFF COMMENTS AND RECOMMENDATIONS

The rules governing high school graduation requirements and Board policy related to Accelerated Learning have been revised to reflect task force recommendations. The recommended changes are more fully described in agenda items six and seven of the Instruction, Research & Student Affairs (IRSA) portion of the August Board agenda.

BOARD ACTION

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

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SUBJECT

First Reading – Amendment to Board Policy Section III.Y. Accelerated Learning Program

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In January 2005, the Board organized the Accelerated Learning and Preparation for Postsecondary Education Task Force for the purpose of developing recommendations to address high school reform and to increase the number of students who enter and graduate from college. The Board purposefully established the task force to examine rules and policies associated with K-20 to increase the number of students who are prepared for and enter the state's higher education institutions. Idaho has the *fifth lowest* rate among the fifty states for the number of students who enroll in college after graduating from high school.

DISCUSSION

The task force was organized into two subcommittees to facilitate more in-depth discussions for two major topics: Postsecondary Readiness and Advanced Opportunities (dual credit/concurrent enrollment)**.**

The Advanced Opportunities Subcommittee researched national trends for accelerated learning/dual credit programs, discussed terms associated with these programs, reviewed how these programs were being implemented throughout the state, evaluated best practices, and reviewed current opportunities for accessing on-line coursework.

The subcommittee addressed two significant issues: 1) defining terms to describe the variety of programs that are offered throughout the state and 2) addressing program quality issues. The subcommittee adopted a set of definitions for all programs under the title of Advanced Opportunities that includes the following programs: Advanced Placement, dual credit, tech prep, and the International Baccalaureate. The subcommittee also developed standards for these programs. School districts and postsecondary institutions will be expected to follow the standards established for these programs. See the attached document entitled, Idaho Standards for Advanced Opportunities Programs. The subcommittee completed its work by reviewing applicable statutes, administrative rules, and Board policies. Changes the subcommittee recommended for Board policy are attached.

Major Recommendations from the Advanced Opportunities Subcommittee

1. Require all high schools to offer advanced opportunities at the high school campus or provide opportunities for students to take courses at the postsecondary campus prior to graduating from high school.

2. Require all districts and postsecondary institutions to follow the Idaho Standards for Advanced Opportunities programs set forth in state board policy.

3. Require districts and postsecondary institutions to competitively price advanced opportunities courses to make it cost effective for all students to participate.

IMPACT

The subcommittee recommendations, if implemented, will significantly improve the quality of advanced opportunities programs for students and more clearly define what types of programs are offered to Idaho students.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve changes to the Accelerated Learning Policy and endorse the Idaho Standards for Advanced Opportunities Programs. The standards are referenced in the revised policy and include a statement to indicate that "advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board."

BOARD ACTION

A motion to approve the first reading of the amendments to Board Policy Section III.Y., Accelerated Learning Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Y. ~~Accelerated Learning Program~~ Advanced Opportunities

1. Coverage

   Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. North Idaho College, the College of Southern Idaho and Eastern Idaho Technical College are also covered since post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

   The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board ~~also~~ is ~~interested in~~ also addressing ~~accelerated learning~~ advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and post-secondary programs to the students and institutions.

   The primary intent of the Board is to develop a policy for ~~accelerated learning~~ advanced opportunities programs for secondary students, which would:

   a. Enhance their post-secondary goals;
   b. Reduce duplication and provide for an easy transition between secondary and post-secondary education; and
   c. Reduce the overall cost of educational services and training.

3. Definitions

   There are many different ~~accelerated~~ ~~learning~~ advanced opportunities programs~~, which~~ students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), ~~College Level Examination Program (CLEP)~~, dual credit courses that are taken either in the high school or on the college campus, Tech Prep, etc. For the purpose of this policy the State Board of Education ~~considers~~ recognizes ~~three~~ four different types of ~~accelerated learning~~ advanced

opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, Tech Prep and the International Baccalaureate program.

~~a. A regular college course delivered by the post-secondary institution on its campus. A high school student who selects this option would be admitted as a non-matriculating college student.~~

a. Advanced Placement® (AP)
The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students earn college credit by scoring well on the national exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit
Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. Tech Prep
Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

d. International Baccalaureate (IB)
Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

4. Idaho Programs Standards for Advanced Opportunities Programs

The standards were designed as a resource to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs for high school students prior to graduation. The standards ensure acceptance of college credit among the post secondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations.

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board. The Idaho Standards for Advanced Opportunities Programs as approved on August 11, 2005 are available from the Idaho State Board of Education and are available at www.idahoboardofed.org. Information about the International Baccalaureate program is available at the International Baccalaureate Organization's website.

~~a. A regular college course delivered by the post-secondary institution on its campus. A high school student who selects this option would be admitted as a non-matriculating college student.~~

~~Policy~~

~~The student is charged the standard part-time credit hour fee or tuition, including activity fees.~~

~~b. A course is delivered in the high school and the costs are borne by the post-secondary institution. The course could be delivered a number of different ways such as:~~

- ~~through technology into the high school;~~
- ~~a course taught in the high school by post-secondary institution faculty; or~~
- ~~a post-secondary institution employs high school faculty to teach the course(s).~~

~~A student who selects this option would be admitted by the post-secondary institution as a non-matriculating student.~~

~~Policy~~

~~The costs are borne by the post-secondary institution which charges the part-time credit hour fee or tuition, minus the on-campus activity fees.~~

~~c. A course is delivered at the high school by secondary faculty, and the costs are borne either by the high school or the student. Examples include AP, CLEP or Tech Prep courses. Students may request an institutional evaluation of such course for acceptance as college credit.~~

~~Policy~~

~~The post-secondary institutions may charge an administrative fee for transcripting the credit or assuring equivalency.~~

~~d. Four (4) semester college credits are equivalent to at least one (1) full year (2 semesters) of high school credit in that subject.~~

~~2. Eligibility and Admission Requirements~~

~~In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign a counseling form, provided by the school district, that outlines the provisions of the section of this Code.~~

~~Further, any high school student may make application to one of the public postsecondary institutions provided the following requirements are met:~~

~~a. In compliance with Idaho Code 33-202, the student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.~~

~~b. Submission of the counseling form which includes written permission from the student's parent/guardian, and principal or counselor.~~

~~c. Submission of the appropriate institutional application material for admission.~~

~~d. If required by institutional policy, a student must obtain approval of the instructor to enroll in a course.~~

~~e. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application.~~

~~f. Those high school students meeting the above requirements will be permitted to enroll on a part-time basis for a maximum of 7 credits or two courses per semester or on a full-time basis taking at least 8 credits per semester.~~

~~g. Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration.~~

Idaho Standards for Advanced Opportunities Programs

Dual Credit
The College Board's Advanced Placement®
Tech-Prep
The International Baccalaureate

Developed by the Advanced Opportunities Subcommittee, Spring 2005
Under the auspices of the Idaho State Board of Education's
Accelerated Learning
and
Preparation for Postsecondary Education Task Force

The Idaho Standards are based
on the
National Concurrent Enrollment Partnership Standards
developed by
The National Alliance of Concurrent Enrollment Partnerships (NACEP)
Adopted April 2002, used by permission

June 2005

Accelerated Learning and Preparation for Postsecondary Education Task Force Membership and Subcommittees

Post Secondary Readiness Subcommittee

Rod Lewis, Board President
Sue Thilo, Chair and Board Member
Marilyn Howard, Superintendent/Board Member
Christine Ivie, State Board Staff
Jim Soper, District Administrator
Cindy Sisson, Curriculum Coordinator
Dean Jones, District Administrator
Pat White, St. Dept. Ed.
Parra Byron, Governor's Office
Mark Wheeler, Boise St. Univ.

Advanced Opportunities Subcommittee

Karen McGee, Board Member
Laird Stone, Board Member
Valerie Schorzman, St. Dept. Ed.
Elaine Asmus, Teacher
Jerry Gee, North Idaho College
Dan Peterson, Prof. Tech. Div.
Sona Andrews, Boise St. Univ.

Marilyn Davis, State Board and support staff for the committee

Board Approval

The Idaho Standards for Advanced Opportunities, as approved on August 11, 2005, are integrated into Board Policy Section III. Y. Advanced Opportunities. Any revisions to the standards or this document must be approved by the Board prior to implementation.

Subcommittee Overview

The purpose of the Advanced Opportunities Subcommittee was to review what types of programs are available to students who want to earn college credit prior to high school graduation. The committee was also charged with making recommendations to increase opportunities for students and to expand the number of students who take advantage of high quality accelerated learning programs such as Advanced Placement®, dual credit and International Baccalaureate programs.

Subcommittee Goals:

1. Establish cost effective, high quality programs for students to take advantage of advanced educational opportunities before they graduate from high school.
2. Provide equal access for all students regardless of where they reside.

Definitions

The following definitions were adopted by the subcommittee to identify what types of advanced learning opportunities are available to Idaho students before they graduate from high school.

Advanced Placement® (AP) - http://www.collegeboard.com
The Advanced Placement Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing.

Dual Credit
Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

Tech Prep
Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students

gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

International Baccalaureate (IB) - http://www.ibo.org/ibo/index.cfm
Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

(Original Source: http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html
(Edits by the Advanced Opportunities Subcommittee, Office of the Idaho State Board of Education, April 2005)

Advanced Opportunities Program Standards

The Idaho Standards were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate. The standards are also designed to ensure acceptance of college credit among the postsecondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations. All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board.

Dual Credit Standards <u>for Students Enrolled in Courses Taught at the High School</u>

Curriculum

Curriculum Curriculum 1 (C1**)**	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction, through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty are evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in courses administered through a dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and state board policy.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and state board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and state board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.

Admin & Evaluation 5 (AE 5)	Costs for high schools students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is reviewed annually by the Council on Academic Affairs and Programs (CAAP) at their April meeting to ensure the rate is comparable among institutions within the state and in comparison to adjacent states.
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, students costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-matriculating student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form, provided by the school district, that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor.
F.	Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met: In compliance with Idaho Code 33-202, the student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school. Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course. Those high school students meeting the above requirements will be permitted to enroll on a part-time basis for a maximum of 7 credits or two courses per semester or on a full-time basis taking at least 8 credits per semester.
G.	Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration. Students enrolled in a public school may seek admission to enroll by submitting a petition to the high school principal's office and to the admission's office of the postsecondary institution.

Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board (collegeboard.com/ap/). These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment, based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam.

Curriculum

Curriculum 1 (C1**)**	Postsecondary institutions evaluate AP scores and reward credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2)	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

Tech Prep Standards

Professional-Technical Education in Idaho is delivered through comprehensive high schools, professional-technical schools, and the technical college system. An approved articulation agreement allows the student to earn postsecondary credit while in a secondary school that leads to a specific postsecondary two-year certificate, degree, or apprenticeship.

Curriculum

Curriculum 1 (C1**)**	Articulated agreements must include a curriculum outline that lists at least two years of secondary and two or more years of postsecondary professional-technical courses in an unduplicated sequence with a common core of required proficiency.
Curriculum 2 (C2)	The curriculum must identify student competencies in math, science, and communication including applied academics and work-site learning experiences in a coherent sequence of courses.
Curriculum 3 (C3)	Secondary and postsecondary educators must agree on the common core of required proficiency and agree to meet that proficiency in the program.
Curriculum 4 (C4)	Tech Prep program proposals must provide equal access to members of special populations.

Faculty

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate certification in the program area for which articulated credit is to be awarded.

Students/Parents

Students 1 (S1)	To receive articulated credit, students must apply for and must be accepted into the program.
Students 2 (S2)	Information must be available from the high school counselor, Tech Prep Coordinator or other faculty members regarding admission, course content, costs, credit offered and student responsibility.
Students 3 (S3)	The students are assessed for high school and postsecondary credit according to the requirements of the articulation agreement determined by the high school and the articulated institution.

Assessment

Assessment 1 (A1)	Approved end-of-course assessments must be administered to senior students enrolled in a Professional-Technical School who have completed the required sequence of instruction.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	School districts and postsecondary technical colleges make up the Tech Prep Consortia. Each consortium elects an Executive Council. The Tech Prep program is administered through six consortia and each of the technical colleges serves as the fiscal agent.
Admin & Evaluation 2 (AE2)	Each Tech Prep articulated agreement must be reviewed annually.

International Baccalaureate Program Standards

The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education. The program is managed by a non-foundation that works with 1,579 schools of July 2005. The foundation offers three challenging levels of instruction in 121 countries to approximately 200,000 students. Student may enroll in a high school diploma program or access instruction at the middle school level or in the elementary grades. Information is available on the organization's website at: http://www.ibo.org/ibo/index.cfm.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

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SUBJECT

Approval of Proposed Rule IDAPA 08.02.03, Rules Governing Thoroughness, Section 107, High School Graduation Standards

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105 (1), 33-1612, Idaho Code. Rules – Executive Department.

BACKGROUND

In January 2005, the Board organized the Accelerated Learning and Preparation for Postsecondary Education Task Force for the purpose of developing recommendations to address high school reform and to increase the number of students who enter and graduate from college. The Board purposefully established the task force to examine rules and policies associated with K-20 for the purpose of increasing the number of students who are prepared for and enter the state's higher education institutions. Idaho has the *fifth lowest* rate among the fifty states for the number of students who enroll in college after graduating from high school.

DISCUSSION

The task force was organized into two subcommittees to facilitate more in-depth discussions for two major topics: Postsecondary Readiness and Advanced Opportunities (dual credit/concurrent enrollment)**.**

The Postsecondary Readiness Subcommittee reviewed numerous national reports on the need for high school reform, researched educational trends including states that have increased high school graduation requirements, evaluated the degree of alignment between the middle and high school curriculum, assessed and evaluated factors that lead to a low percentage of high school graduates who attend postsecondary institutions including the lack of alignment between high school graduation requirements and postsecondary entrance requirements, and examined best practices related to high school redesign.

The subcommittee focused its efforts on reviewing middle school instruction and high school graduation requirements and making recommendations to enhance academic rigor and relevance in the high school curriculum. The subcommittee also developed recommendations to improve alignment between the middle and high school and to more closely match postsecondary admission standards with high school graduation requirements. The chart below provides a comparison of the current graduation requirements and the changes as recommended by the Postsecondary Readiness Subcommittee.

Accelerated Learning Proposed Graduation Rules

High School – Grades 9 –12

Content Area	Current Requirement	Proposed Requirement
Language Arts	9	9
Mathematics	4	8 (including Algebra I, Geometry and Algebra II
Science	4	6 (All lab)
Social Studies	5	5
Humanities	2	2
Health	1	1
PE	0	0
Postsecondary Readiness Plan	4 Year Learning Plan at end of 8th grade	Postsecondary Readiness Plan at end of 6th grade
Career Focus –Tied to Postsecondary Readiness Plan	0	8
Electives	17	7
Senior Project	None	Required including oral presentation, project and written report
College Entrance Exam	None	ACT, SAT or Compass by the end of 11th grade
TOTAL CREDITS	**42**	**46**

Middle School – Grades 6 – 8

"C" Average	No cumulative grade average required	Cumulative C average in content area courses (Math, Science, Language Arts and Social Studies
Pre-Algebra/Algebra I	No requirement	Successful Completion before entering 9th grade
Postsecondary Readiness Plan	4 Year Learning Plan at end of 8th grade	Postsecondary Readiness Plan at end of 6th grade

IMPACT

Many of the national studies on high school reform/redesign recommend increasing high school graduation requirements to better prepare students for the workplace or for entrance into postsecondary education. Improving academic rigor and relevance at the high school level also lowers hurdles associated with graduating from college. The Postsecondary Readiness Subcommittee

recommendations are designed to significantly increase the number of students who are prepared to enter and graduate from a postsecondary institution or successfully function in the workplace.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve the administrative rule changes for middle school instruction and high school graduation requirements.

BOARD ACTION

A motion to approve the Proposed Rule IDAPA 08.02.03, Rules Governing Thoroughness, Sections 007 – 009 and 103 – 107 High School Graduation Standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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007. DEFINITIONS A - G.

01. Advanced Placement® (AP) - http://www.collegeboard.com. The Advanced Placement Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. ( )

01~~2~~. All Students. All students means all public school students, grades K-12~~, not just non-college bound~~. ~~(3-15-02)~~( )

02~~3~~. Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

03~~4~~. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

04~~5~~. Assessment Standards. (4-5-00)

a. Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing"; (4-5-00)

b. Measures of student performance. (4-5-00)

05~~6~~. Authentic. Something that is meaningful because it reflects or engages the real world. An "authentic task" asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

06~~7~~. Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

07~~8~~. Classic Texts. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

08~~9~~. Context (Of a Performance Assessment). The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

09~~10~~. Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

10~~1~~. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

11~~2~~. **Cues**. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

13. **"C" Average.** A combined average of courses taken on a four (4) point scale with "C" equal to two (2) points. ( )

12~~4~~. **Decode**. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

15. **Dual Credit**. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. ( )

13~~6~~. **Emergent Literacy**. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

14~~7~~. **Employability Skills**. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

15~~8~~. **Entry-Level Skills**. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

16~~9~~. **Evaluation (Student)**. Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

17~~20~~. **Experiential Education (Application)**. Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

~~18~~21. **Exploratory Experience (Similar to a Job Shadow)**. An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

~~19~~22. **Fluency**. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

~~20~~3. **Genre (Types of Literature)**. A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

~~21~~4. **Graphophonic/Graphophonemic**. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

008. DEFINITIONS H - S.

01. **Interdisciplinary or Integrated Assessment**. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. **International Baccalaureate (IB)** - http://www.ibo.org/ibo/index.cfm. Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma. ( )

023. **Narrative**. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

034. **Norm-Referenced Assessment**. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

045. **On-Demand Assessment**. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

056. **Performance Assessment**. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

067. **Performance-Based Assessment**. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

078. **Performance Criteria**. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

089. **Phonics**. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

0910. **Portfolio**. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

101. **Print Awareness**. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

12. **Professional-Technical Education**. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the BA level. ( )

113. **Proficiency**. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

124. **School-to-Work Transition**. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

135. **Service Learning**. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen

during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

14~~6~~. **Skill Certificate**. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

15~~7~~. **Standards**. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and performance standards. (4-5-00)

16~~8~~. **Standardization**. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

17~~9~~. **Standards-Based Education**. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

18~~2~~0. **Structured Work Experience**. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

~~19~~21. **Student Learning Goals (Outcomes)**. Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

009. DEFINITIONS T - Z.

01. Tech Prep/~~Associate Degree (TPAD) Program~~. ~~A program with a planned sequence of competency based studies articulated between secondary and post secondary institutions, leading to an apprenticeship, certificate, associate degree, or four-year college degree. It provides technical preparation in at least one (1) field and builds student competence in the application of mathematics, science, communications, and workplace skills.~~ Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training. ~~(4-5-00)~~(____)

02. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology

education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (4-5-00)

03. Total Quality Management. A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (3-15-02)

04. Transferable Skills. Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller, the ability to problem solve or work as a team member is transferable among most jobs and workplaces. (4-5-00)

05. 2+2 or 4+2. A planned, streamlined sequence of academic and vocational technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14). (4-5-00)

~~**06. Professional-Technical Education**. "Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the BA level." (Thesaurus of ERIC Descriptors). There are several variations on this term. Idaho uses "professional-technical education," Oregon "professional-technical education," and Washington "vocational technical." (3-15-02)~~

07~~6~~. Writing Process. The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. (4-5-00)

08~~7~~. Word Recognition. (4-5-00)

a. The quick and easy identification of the form, pronunciation, and appropriate meaning of a work previously met in print or writing; (4-5-00)

b. The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

103. ~~CORE OF~~ INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: ~~(4-5-00)~~(____)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

104. OTHER REQUIRED INSTRUCTION.
Other required instruction for all students and other required offerings of the school are:

01. Elementary Schools (Grades 1-6~~5~~). ~~(4-1-97)~~( )

a. The following section outlines other information required for all elementary students (grades 1-5), as well as other required offerings of the school:
Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) ~~(4-1-97)~~( )

b. Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools (Grades 6-8). ~~(4-1-97)~~( )

a. (Effective for all students that entered the sixth grade in the fall of 2005 or earlier). No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.
~~(4-1-97)~~( )

b. Postsecondary Readiness Plan (Grades 6-12) (Effective for all students that enter the sixth grade in the fall of 2006 or later.) No later than the end of grade six (6), all students shall complete parent-approved postsecondary readiness plans for their high school and post-high school options. Students and parents or guardians, with counseling and recommendation from school personnel, shall complete the postsecondary readiness plan. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved postsecondary readiness plan is to outline a course of study and learning activities for students to become contributing members of society. A postsecondary readiness plan, must include, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and district graduation standards, the courses the student will take in a career focus area, a postsecondary educational activities plan, COMPASS, ACT or SAT scores, and advanced opportunities courses. The school district or Local Education Agency shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility of the parent and child for the development and approval of the postsecondary readiness plan. A postsecondary readiness plan shall not be required if the parent or guardian requests, in writing, that no postsecondary readiness plan be developed. ( )

c. (Effective for all students that enter the sixth grade in the fall of 2006 or later.) All students in grades 6-8 shall achieve a cumulative C average in the courses outlined in Subsection 103.02 before entering grade nine (9). All students must receive a passing grade in algebra 1 or pre-algebra before entering grade nine (9) ( )

~~a~~d. Other required instruction for all middle school students (grades 6-8):
Health (wellness)
Physical Education (fitness) ~~(4-1-97)~~( )

~~b~~e. Other required offerings of the school:

Family and Consumer Science
Fine & Performing Arts
~~Vocational~~ Professional Technical Education
Advisory Period (middle school only, encouraged in junior high school)
~~Exploratory (middle school only)~~ (4-1-97)

~~**c.** Additional instructional options as determined by the local school district. For example:~~
~~Languages other than English~~ ~~(4-1-97)~~

03. High Schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012.). Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.
~~(4-1-97)~~( )

a. Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
Physical Education (fitness)
Humanities
~~Vocational-~~Professional Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language)
~~(3-30-01)~~( )

~~**b.** Additional instructional options as determined by the local school district. For example:~~
~~Journalism~~ ~~(4-1-97)~~

105. GRADUATION FROM HIGH SCHOOL.

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

01. Credit Requirements. ~~(4-5-00)~~( )

a. (Effective for all students that graduate prior to January 1, 2012.) All students will demonstrate achievement in the and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year.

b. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) All students shall complete the requirements found in Section 107, and other subjects to include forty-six (46) semester credits. ( )

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)

04<u>5</u>. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the local school board. (3-20-04)

106. ~~(RESERVED)~~<u>ADVANCED OPPORTUNITIES. (Effective July 1, 2007)</u>

<u>All high schools in Idaho will be required to offer advanced opportunities at the high school campus or provide opportunities for students to take courses at the postsecondary campus. Advanced opportunities are defined as Advanced Placement courses, Dual Credit courses, Tech Prep, or International Baccalaureate programs. ( )</u>

107. HIGH SCHOOL GRADUATION ~~STANDARDS~~<u>REQUIREMENTS</u>.

<u>01. Requirements.</u> <u>(Effective for all students that graduate prior to January 1, 2012.)</u> The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and vocational areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ~~(3-20-04)~~( )

<u>02. Requirements.</u> <u>(Effective for all students that enter the ninth grade in the fall of 2008 or later.) The State minimum graduation requirement for all Idaho public high schools is forty-six (46) semester credits and a proficient or advanced score on the ISAT. Thirty-nine (39) semester credits are required as listed in Subsections 107.01 through 107.07, plus a minimum of seven (7) elective credits. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. Local school districts or Local Education Agencies may establish graduation requirements beyond the state minimum. The local school district or Local Education Agency has the responsibility to provide education opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ( )</u>

01<u>3</u>. Secondary Language Arts and Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

02<u>4</u>. <u>Mathematics</u> ~~and Science~~. ~~(7-1-00)~~( )

a. (Effective for all students that graduate prior to January 1, 2012.) (Eight (8) a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. ~~(7-1-00)~~( )

b. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) (Eight (8) credits required beginning with a minimum of algebra I. Secondary mathematics must include~~s~~ two (2) semesters from each of the following: algebra I, geometry and algebra II (unless an algebra II waiver is granted allowing the student to substitute another course for the two credits of algebra II). If a student completes any of these courses with a grade of C or higher before entering grade nine (9), the student has met the high school content area requirement. However the student must take eight (8) credits of high school math in addition to the courses completed in middle school. In order to apply for an algebra II waiver, a parent or guardian must apply for his child no earlier than fourth quarter of the 10th grade. The parent or guardian must meet with designated school personnel and complete the requirements of the local district or local education agency for petitioning the governing school board to grant the waiver. Local school districts or local education agencies must establish waiver criteria for algebra II. The criteria must include a meeting with school personnel, parents, and student. In order to meet state graduation requirements, students who are granted algebra II waivers must complete eight (8) credits of math, including two (2) credits of algebra I and two (2) credits of geometry. ( )

03. Science. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) (Six (6) credits required). Secondary sciences shall include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment or approved applied science. All of these courses must be laboratory based. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. ( )

0~~3~~4. Social Studies. (Five (5) credits required), including government (two (2) credits), United ~~States~~ history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. ~~(7-1-00)~~( )

0~~4~~5. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or ~~foreign~~world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. ~~(5-3-03)~~( )

0~~5~~6. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

07. Career Focus. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) (Eight (8) credits required). Students must take a minimum of eight credits in a career focus area aligned with their postsecondary readiness plans. ( )

08. College Entrance Examination. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) Students must take one of the following college entrance examinations before the end of their 11th grade year: COMPASS, ACT or SAT. Scores must be included in the Postsecondary Readiness Plan. ( )

09. Senior Project. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) Students must complete a senior project that will include a research paper and oral presentation by the end of grade twelve (12). ( )

0610. Assessment. A proficient or advanced score on the ISAT. The requirement will be phased in providing the following exemptions for the ~~classes~~ calendar year of 2006 and 2007. ~~(3-20-04)~~( )

a. ~~Class~~ Calendar year of 2006. ~~(3-20-04)~~( )

i. The student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (3-20-04)

ii. The student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (3-20-04)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-20-04)

iv. The student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (3-20-04)

v. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)

vi. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03. (3-20-04)

b. ~~Class~~ Calendar year of 2007. ~~(3-20-04)~~( )

i. The student took the ISAT and was within three (3) RIT points of proficiency; (3-20-04)

ii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-20-04)

iii. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (3-20-04)

iv. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)

v. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03. (3-20-04)

c. ~~Class~~ Calendar year of 2008 and Subsequent Classes. ~~(3-20-04)~~( )

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)

ii. The student may appeal for another measure approved by the local school board as outlined in Subsection105.03. (3-20-04)

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

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;
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

Performance Based Compensation - Variable Component

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

At the culmination of the work done by the MOST Committee (maximizing opportunities for students and teachers), the legislature asked the Board to continue working on the concept of performance-based compensation for teachers.

A committee made up of parents, teachers, principals, administrators, business people, legislators, higher education, the Department of Education and the Board of Education began meeting in July 2004.

The committee has targeted two components of a performance-based compensation model, the Variable and the Base. The Base component will address compensation according to a teacher's skills and competence. Consideration of the Base component will involve the Experience and Education Multiplier Table that is presently in Idaho code. The committee plans to work on the Base piece during the next eight months.

At this time the committee has prepared the Variable component criteria, which the committee will use as they talk to districts who have expressed an interest in doing a pilot project. The Variable component is a non-sustaining 'bonus' amount a teacher can receive on a yearly basis. This amount is in addition to the teacher's base salary.

DISCUSSION

Two elements of the Variable component are:

Step 1 Achievement (Targeted Individual Student Academic Growth)
This step is based on value-added. Teachers can and should add value for each student from September to June, whether the student comes in above grade level, at grade level or below grade level. Students are entitled to grow at least at a rate they have demonstrated they can grow.

The committee heard from Bill Sanders on the value-added model he has developed with the software company, SAS. The process is to follow the progress of individual students over time (3 years) to determine the academic growth capabilities of that student. Because each individual student is given a growth target based on that particular student's academic history, it eliminates the variables such as income, ethnicity, gender, etc.

Step 2 – Collaborative

Collaborative Teams will be identified by the pilot districts. They may be the district as a whole, a school, a department and/or a group of teachers with a designated goal. The teachers, who are part of the collaborative team that achieves their planned goal(s) are eligible for an additional amount. The success of the collaboration will be based on student academic growth and compensation will be made only if 50% or more of the students make their academic growth target.

A teacher is only eligible for the collaborative piece if s/he has met eligibility for Step 1 – the Achievement component.

IMPACT

At this time the committee is seeking approval to create pilot projects that look at only the Variable component. The next four to six months will be used to talk with the interested districts, identify those that will work with the committee and then develop their pilot programs. The Variable component does not require a regulatory or statutory amendment change. During this time, staff will work to secure federal funds to provide the additional monies required to implement the programs. (The President and the House Education committee have budgeted funding for innovative teacher incentive plans.)

STAFF COMMENTS AND RECOMMENDATIONS

At the suggestion of Board member Blake Hall, Board Staff is developing an information piece and talking points regarding performance-based compensation. Both will be available for Board members to use in their communities.

BOARD ACTION

A motion to direct staff to develop pilot projects on performance-based compensation for teachers using the variable component criteria.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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.

(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

Years	BA	BA + 12	BA + 24	MA BA + 36	MA + 12 BA + 48	MA + 24 BA + 60	MA + 36 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
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.