

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 16-17, 2005**

TAB	DESCRIPTION	ACTION
1	REPORT ON THE UNIVERSITY OF IDAHO ARCHITECTURE PROGRAM	Motion to Approve
2	OFFICE OF PERFORMANCE EVALUATIONS (OPE) FINDINGS – IDAHO COUNCIL FOR TECHNOLOGY IN LEARNING	Motion to Approve
3	PLATO LEARNING – I-PLAN PRESENTATION	Information Item
4	ADDITIONAL YEARLY GROWTH (AYG) AND DISTINGUISHED SCHOOLS REWARDS	Motion to Approve
5	REVIEW OF THE PROPOSED LEGISLATION TO CODIFY THE IDAHO CAREER INFORMATION SYSTEM (CIS)	Information Item
6	PROPOSED RULE – IDAPA 08.02.03, RULES GOVERNING THOROUGHNESS, REWARDS	Motion to Approve
7	RULE WAIVER OF ADMINISTRATION OF THE DIRECT MATH ASSESSMENT	Motion to Approve

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SUBJECT

Report on the University of Idaho Architecture Program

REFERENCE

April 2002 Board Meeting	At the April 22-23, 2004 Board meeting, President Hall recommended a full review of the UI decision to close the College of Art and Architecture at the June 2004 Board meeting. An agenda item was not scheduled at this meeting.
June 2005 Board Meeting	Informational item on the status of the UI Architecture program. By unanimous consent, the Board agreed to place this matter on the October Board agenda.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.b. Instructional Program Discontinuance

BACKGROUND

Current Board Policy Section III.G.8.b., Instructional Program Discontinuance, adopted at the October 2002 Board meeting, states that "discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of \$250,000 or more per year requires Board approval". The revised policy also included a definition for financial impact; however, the definition is in reference to approval of new programs rather than discontinuances. Financial impact is defined as the "total resources needed to support salaries or additional faculty, and staff, or facilities costs, operating expenditures, capital outlay, physical facilities and indirect costs....that are generated as a direct result of the new instructional program".

Prior to the October 2002 policy revision, the policy stated that "the creation of any new credit bearing instructional program...or *any other request* (which would include a discontinuance) having a financial impact of \$150,000 or more per year will require Board approval prior to implementation." This version of the policy did not have a separate section for program discontinuance. The revised policy included a separate section on discontinuances as noted above.

DISCUSSION

The University of Idaho (UI) sent a letter dated June 12, 2002 to the Office of the State Board requesting approval for several organizational changes including the closure of the College of Art and Architecture. This college was combined with other disciplines to form a new College of Letters, Arts and Social Sciences. The request was approved via letter from Gary Stivers to former President Hoover. The letter from President Hoover did not include a dollar value of the

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reorganization that eliminated the College of Art and Architecture. It has since been determined that the financial impact of closing the College of Art and Architecture was \$106,873 in permanent reductions and \$61,362 in one-time holdbacks or delayed expenditures (this was not a permanent reduction). Thus, the total value of the reduction was \$106,973.

Representatives from the College of Art and Architecture Foundation (a private foundation that is not affiliated with UI and not recognized by the Board) have expressed concerns about the closure on several occasions and they have made inquiries about whether the process was done in accordance with Board policy. At the request of Board President Hall, a subcommittee was appointed at the December 2003 Board meeting to determine if there was a violation of Board policy and to work with the foundation, administration, and the advisory board to see if and how restoration can occur if there was a violation.

IMPACT

The foundation believes the College of Art and Architecture should be fully restored as a stand-alone college to maintain the integrity of the discipline. Please refer to the attached documents from the foundation.

Subsequent to the June 2005 Board meeting, UI analyzed the impact of closing the College of Art and Architecture. Based on this analysis, the "university leadership does not recommend that the College of Art and Architecture be reinstated. It appears from both quantitative and qualitative evidence that the students continue to be well served in the current structural form" (p. 5). The UI report is attached.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve the motion as stated.

BOARD ACTION

A motion to uphold the action of the Executive Director authorizing closure of the College of Art and Architecture based on the analysis UI provided in their report.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

As of April 2002:

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
G. Program Approval and Discontinuance**

April 2002

3. Approval/Overview for all Programs, Units, and Titles

Executive Director approval is required 30 days prior to the implementation, discontinuance, expansion or change in title in any of the programs and units identified in 3a - b below including off-campus programming in cooperation with another institution, business, agency or industry. The executive director may refer any of the above requests to the Board or its designated Committees for review and action. An institution may appeal the decision of the Executive Director. That appeal procedure is a component of the Guidelines for Program Review and Approval.

The creation of any new credit bearing instructional program outlined in 3.c, and any other request in 3a or 3b having a financial impact of \$150,000 or more per year will require Board approval prior to implementation.

Those program, component, unit and title changes approved by the Executive Director shall be reported quarterly to the Board.

a. Academic or Professional-Technical Units

Academic or Professional-Technical Units include: Departments, Institutes, Offices, Centers, Divisions, Schools, Colleges, Campuses, Branch Campuses, Administrative units of research or public service.

b. Credit Bearing Instructional Programs Components

Academic majors, minors, emphases, options, do not require Board approval unless the fiscal impact is greater than \$150,000 per year.

(1) Professional-Technical Program components, except tech-prep articulations, do not require Board approval unless the fiscal impact is greater than \$150,000 per year.

(2) Certificates of Completion are not defined as programs per se and hence do not require Board approval.

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c. New Program Requests

All credit bearing certificates (excluding Certificate of Completion) and degrees require full board approval.

(1) Professional-Technical Certificates (as defined in Section C, 1-4)

(2) Degrees (Associates of Applied Sciences, Associate of Arts, Associate of Science, Baccalaureate, Masters, Doctorate)

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005**

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

October 2002

8. Instructional Program Discontinuance Policy

If in conflict, any policies of the Board of Trustees of North Idaho College, or the Board of Trustees of the College of Southern Idaho related to program discontinuance shall supersede the policies set forth herein.

- (b) discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of \$250,000 or more per year requires Board approval.

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Office of the Provost & Executive Vice President
Administration Building Room 105
P.O. Box 443152
Moscow, ID 83844-3152
(208) 885-6368

September 27, 2005

To: University of Idaho Board of Regents/State Board of Education
Marilyn Davis, Acting Executive Director

From: Tim White, President
Doug Baker, Provost and Executive Vice President

Subject: University of Idaho Report on Architecture and Art dated
September 21, 2005

Marilyn Davis has pointed out to us that we quoted the wrong State Board Policy in our memo to the Board. During the fall 2002, the Board policy, Section III, G, Instruction Program Approval and Discontinuance, was revised. The corrected paragraph on page 4 of our 9.21.05 document, with the changes marked (deletions lined, new underlined) follows:

"The merger and re-organization of the college management structure in the College of Art and Architecture did not discontinue any academic programs, majors, minors, emphases, or options. ~~or instructional units.~~ The only affected areas were management structures, as the University of Idaho did consolidate College of Art and Architecture departments with other programs into the larger College of Letters, Arts and Social Sciences. The overall savings to the university were \$106,873 in permanent reductions and \$61,362 in one-time holdbacks. The one-time holdbacks were not part of the permanent reductions or the merger process; rather, they addressed the University's debt reduction plan, and included delaying of hires for a year."

Prior to October 2002, State Board Policy III G.3. stated: *"Executive Director approval is required 30 days prior to the implementation of any discontinuance, expansion or change in title in the programs and units identified in 3a-b below including off-campus programming in cooperation with another institution, business, agency or industry. The executive director may refer any of the above requests to the Board or its designated Committees for review and action. The creation of any new program outlined in 3.b and any other request having a financial impact of \$150,000 or more will require Board approval prior to implementation."*

At the end of the day, however, the University of Idaho does not seek to make its case now on non-substantive nuances of policy. Actually, for us, there has been some element of 'unscrambling an egg' as we try and go back and understand the events of 2002. In our review of summary documents from June 2002, we feel the evidence supports a conclusion that the University of Idaho acted in good faith based on a request and subsequent approval, also made in good faith, by then-Executive Director Gary Stivers.

In light of the inaccuracy identified above, we will revise the technical aspects of the University of Idaho's report, specifically the second and third paragraphs under the Policy and Procedures section, and resubmit the entire document to the Board of Regents and State Board Office for publication in the October Board notebook.

While we do not believe it is appropriate to reinstate the College of Art and Architecture, we do believe it is important to plan and prepare for the 21st century needs of our students and state. A potential academic focus for these efforts is around the concept of sustainable design, one of the key foci in the University's Plan for Renewal. We will work on this strategic direction by partnering with the faculty, staff and students from the Departments of Architecture, Art and Design, Landscape Architecture and related disciplines to enhance our environment for teaching and learning, research and creative activity, and outreach and engagement to better serve the state.

AN ANALYSIS AND RECOMMENDATION ON THE STRUCTURE AND FUNCTION FOR THE ART, ARCHITECTURE, INTERIOR DESIGN, AND LANDSCAPE ARCHITECTURE PROGRAMS OF THE UNIVERSITY OF IDAHO

OUTLINE:

EXECUTIVE SUMMARY

ENGAGEMENT

BACKGROUND AND CONTEXT

POLICY AND PROCEDURE

*ARCHITECTURE, AND THE COLLEGE OF LETTERS, ARTS AND SOCIAL
SCIENCE TRENDS*

PROGRAM MAPS AND CURRICULAR INTEGRATION

*SHOULD THE COLLEGE OF ART AND ARCHITECTURE BE
REINSTATED?*

BUILDING A STRONGER FUTURE

EXECUTIVE SUMMARY

In 2002 an organizational administrative change, not program discontinuance, was made that resulted in the incorporation of extant major programs into a then newly-formed administrative unit, the College of Letters, Arts and Social Sciences. These changes were precipitated by formidable state-wide budget reductions scheduled for FY 2003.

Since 2002, the aggregate number of majors, degree recipients, instructional faculty FTE, and general fund budget have increased in the constituent programs of Architecture, Interior Architecture/Interior Design, Art and Design (Art, Art Education, Photography and Studio Art), and Landscape Architecture. A new major, Virtual Technology and Design, was initiated in 2003.

Over the past several months, a well-organized group of alumni and stakeholders, and more recently some students, department leadership, and faculty have approached the new university leadership, President White and Provost and Executive Vice President Baker, as well as the State Board of Education and Governor individually and collectively to reinstate the former College of Art and Architecture for a host of reasons.

We acknowledge their concerns and the well-meaning efforts, and believe we are interested in the same goal, namely sustaining and growing distinctive and innovative programs of sufficient depth, breadth and creativity to serve our students and state well.

The recent conversations regarding the former College of Art and Architecture occurred concurrently as the University of Idaho was conducting a thorough analysis of its academic programs and business practices in 2004-05. Deans, faculty, staff, students, alumni, stakeholders

along with central university leadership engaged in a comprehensive process that resulted in the President's Plan for Renewal, issued in February 2005. Among the underlying principles of this plan are that organizational and administrative form follows function, that interdisciplinarity shall be fostered, administrative costs minimized, and innovation, entrepreneurship and excellence enabled.

Among the concerns raised by the proponents of re-establishing the former College is the assertion that either the then-administration of the University misled the SBOE and Board Office, or that the Executive Director acted outside his authority as described in 2002 State Board policy in approving the change. In our analysis of the documents available to us, we cannot find credible evidence of either assertion.

Also among the concerns stated is a diminished visibility and autonomy of Architecture in the current College of Letters, Arts and Social Sciences. This is a legitimate concern, and as a consequence, we will take action to insert the word 'Architecture' into the College's title; as a placeholder we will use College of Architecture, Arts, Letters, and Social Sciences; this working title will be vetted with faculty, staff, students and alumni before it comes to the Board.

A related concern is the fear that the departments from the former College of Art and Architecture do not have sufficient access to the President and Provost and Executive Vice President, through the Dean, to 'compete' fairly with other curricula on campus for resources. The data below indicate that the departments have fared relatively well since the merger. In terms of access, we hope that the efforts of the President and Provost and Executive Vice President in recent months illustrate that there are and will continue to be appropriate levels of access to university administration.

It is notable that with the actions taken in 2002 to protect the underlying academic programs the following record emerges for the departments in the former College of Art and Architecture:

	<u>FY 2002</u>	<u>FY 2006</u>
Instructional FTE	33.83	35.45
Total Student Majors	729	874
Total Allocation	\$3.07M	\$3.34M

In 2004, the Masters in Architecture professional degree was reaccredited for six years by the National Architecture Accrediting Board in the current administrative configuration of the College of Letters, Arts, and Social Sciences. The architecture program received the highest marks for student achievement and 36 of 37 of the student performance criterion met or exceeded expectations.

As responsible stewards of the public, student and private investments in these programs, we cannot find justification to increase the administrative cost to re-establish a smaller and potentially insular College of Art and Architecture. As we look to the future at the University of Idaho, we will be making every effort to promote and fund interdisciplinarity and integrated efforts that better serve the complex needs of Idaho, the nation and the world. And while

Architecture should enjoy a degree of visibility and autonomy, it should also be part of an integrated academic fabric at the university and seek interdisciplinarity in its learning outcomes, creative scholarship, and outreach efforts.

Consequently, President White and Provost and Executive Vice President Baker respectfully request that the Regents of the University of Idaho/SBOE take no action to re-establish the former College of Art and Architecture, to affirm the direction of university leadership as described herein, and to encourage faculty, students, staff, alumni, stakeholders and administrators to work constructively together to move the discussion from one of debating the propriety of 2002 decisions and organizational structure, to one of advancing and strengthening the programs.

ENGAGEMENT

President White, since his appointment in August 2004, has had multiple conversations with Art, Architecture, Interior Design and Landscape Architecture stakeholders, students, faculty, staff and leadership. Before and since his appointment in August 2005 Provost and Executive Vice President Baker has examined the teaching/student learning, research/scholarship, and outreach/engagement goals for these academic programs and then worked to determine the most appropriate structural form to help attain those goals within the fiscal realities of the University of Idaho and the state.

To gather information on the status of the departments and their academic plans over the past few months, the Provost and Executive Vice President initially met in Moscow with each of the three current Department Chairs Steve Drown (Landscape Architecture), Wendy McClure (Architecture and Interior Design), and Bill Woolston (Art and Design) in individual meetings as well as subsequent group meetings. He held a series of meetings with Dean Joe Zeller, President White, Budget Director Mark Brainard, Associate Budget Director Beverly Rhoades, Institutional Research Director Archie George and student club leaders. In Coeur d'Alene, Provost and Executive Vice President Baker met with Steve Kopke from the Art and Architecture Foundation and had a subsequent meeting in Boise with a number of members of that group, some of whom attended by phone. Those meetings were supplemented with reports on enrollments, budgets, accreditation, and curricular program maps from departments and university planning exercises.

BACKGROUND AND CONTEXT

In the spring of 2002, the University of Idaho central administration announced its intent to merge three colleges: College of Art & Architecture, College of Letters & Science, and the College of Mines & Earth Resources into two: College of Letters, Arts & Social Sciences and College of Science. The decisions were made with dual criteria of efficiency and effectiveness. This action and its budgetary impact were presented to the State Board of Education (SBOE) for approval as part of the University of Idaho omnibus budget presentation.

A difficult economic environment in Idaho at that time exacerbated the need to undertake these changes. During this period there was a significant economic turndown and the resulting

reductions in state funding for higher education magnified the economic impact on higher education. The University of Idaho faced a \$9.4 million reduction in state funding. The College of Art and Architecture's contribution to this reduction was \$106,873 in permanent reductions and \$61,362 in one-time holdbacks as the academic programs were merged into a new and larger administrative unit, the College of Letters, Arts and Social Sciences, without cutting any constituent academic programs.

The University of Idaho developed a plan at that time that included reorganization, retirement incentives, layoffs, a 12% increase in student fees and growth of professional fees that allowed for the initial 10% budget reduction. Following in fiscal year 2003, a multi-year plan was developed to reallocate approximately \$30 million to reduce institutional accumulated debt and balance the university budget.

POLICY AND PROCEDURE

SBOE approval procedures for program discontinuance prior to October 2002:

Section III, G.3. stated: "Executive Director approval is required 30 days prior to the implementation of any discontinuance, expansion or change in title in the programs and units identified in 3a-b below including off-campus programming in cooperation with another institution, business, agency or industry. The executive director may refer any of the above requests to the Board or its designated Committees for review and action. The creation of any new program outlined in 3.b and any other request having a financial impact of \$150,000 or more will require Board approval prior to implementation."

The merger and re-organization of the college management structure in the College of Art and Architecture did not discontinue any academic programs, majors, minors, emphases, or options. The only affected areas were management structures, as the University of Idaho did consolidate College of Art and Architecture departments with other programs into the larger College of Letters, Arts and Social Sciences. The overall savings to the university were \$106,873 in permanent reductions and \$61,362 in one-time holdbacks. The one-time holdbacks were not part of the permanent reductions or the merger process; rather, they addressed the University's debt reduction plan, and included delaying of hires for a year.

The plan for reorganization of the College of Art and Architecture identified a reallocation of administrative duties from the College of Art and Architecture to the new College of Letters, Arts and Social Sciences. The SBOE Executive Director reviewed and approved the proposed changes, consistent with policy. Appendix A includes the original documents requesting these administrative actions from then President Hoover and approval by Executive Director Stivers.

ARCHITECTURE, AND THE COLLEGE OF LETTERS, ARTS AND SOCIAL SCIENCE TRENDS

Trend data on degrees awarded, student enrollments and resources/expenditures covering the last six years are reported in Appendix B. The colleges were merged between years 2001-2002 and 2002-2003. Since that merger, increases have occurred in degrees conferred, students enrolled (FTE), and student majors in College of Letters, Arts, and Social Sciences as well as in the Art and Architecture departments. Annual gifts to College of Letters, Arts, and Social Sciences

dipped after 2001-2002 and have slowly increased since then. Art and Architecture departments have maintained modest levels of giving over that time period with a significant increase last year due to a welcomed single endowment to the Art Department. General education budgets for the College of Letters, Arts, and Social Sciences, including Art and Architecture, dropped in the year after the merger as deficits were reduced, but have subsequently increased.

The number of student majors by class rank over the last seven years is illustrated in Appendix C. Again, the summative data indicate that majors in Art, Architecture, Interior Design, Landscape Architecture, and a new program in Virtual Technology and Design have increased from 729 in 2001-2002 to 874 in 2005-2006. This is an increase of 145 majors over the last five years.

Data from the Architecture Department's accreditation report also supports the strength of that program, which was re-accredited last year. It should be noted that Landscape Architecture will be reviewed for re-accreditation next year and the Art Department is considering pursuing accreditation. Taken in total, these data indicate that the College, in general, and the Art and Architecture Departments are strong and growing. It does not appear that the merger of the colleges has decreased enrollments or budgets.

PROGRAM MAPS AND CURRICULAR INTEGRATION

In the spring of 2005 faculty from across the institution met in their departments and mapped the curriculum for their academic programs. The resulting documents form a basis to illustrate the current level of curricular integration. An examination of those reports from across the four program areas of Art and Design, Architecture, Interior Design and Landscape Architecture indicates that there is some modest level of shared courses. The strongest link appears to be with Interior Design students taking courses in Architecture. Art also appears to play a service role with students in other programs taking introductory Art classes. From the narrative in these reports and in meetings with the Department Chairs and student leaders, it appears that there are opportunities for expanded collaborations within College of Letters, Arts, and Social Sciences and with other areas across the university in which students could study sociology, political science, planning, business, economics, environmental issues, engineering, horticulture, etc. as a way to enrich their learning experience and prepare them for the complexities of their professional occupations.

SHOULD THE COLLEGE OF ART AND ARCHITECTURE BE REINSTATED?

Based on the evidence, university leadership does not recommend that the College of Art and Architecture be reinstated. It appears from both quantitative and qualitative evidence that the students continue to be well served in the current structural form. To reiterate, no programs have been closed, only the administrative office was collapsed into a College of Letters, Arts, and Social Sciences. That led to an initial permanent savings of \$106,873/year. As retirements occur over time for some of the people who left the colleges' administrations, more savings may be realized.

To re-establish the administrative offices of the College of Art and Architecture would require a significant investment. The administrative budget for the former college was \$378,824. Even if a leaner administration could be formed, it would require a significant on-going investment at a time when the university is reducing internal accumulated deficits and investing in faculty and staff across the university in areas of strategic importance to the state of Idaho. To restart the College of Art and Architecture would draw funds away from these other areas and make it more difficult to implement a strategic plan for the university.

BUILDING A STRONGER FUTURE

The students' education, faculty scholarship, and outreach to the state have not been diminished by the merger of Art and Architecture into the College of Letters, Arts, and Social Sciences. We acknowledge that we do not have the 'control experiment' data in which these parameters are followed over the same time period without the events of 2002. However, the internal planning documents available to us from that era suggest a much direr outcome.

Consequently, President White and Provost and Executive Vice President Baker respectfully request that the Regents of the University of Idaho/SBOE take no action to re-establish the former College of Art and Architecture, to affirm the direction of university leadership as described herein, and to encourage faculty, students, staff, alumni, stakeholders and administrators to work constructively together to move the discussion from one of debating the propriety of 2002 decisions and organizational structure, to one of advancing and strengthening the programs.

However, that does not mean that the programs are optimal for current or future needs. Given the complexity of the academic programs involved, and projecting what skills the students of tomorrow will need, it appears that there should be more innovation and integration with other areas of the university. Such developments will be best accomplished by directly involving faculty on substantive curricular and co-curricular issues. To rekindle this important interdisciplinarity we will examine mechanisms to integrate the content within Art and Design, Architecture, Interior Design, and Landscape Architecture with those in the College of Letters, Arts, and Social Sciences and with other appropriate programs from across the university.

Finally, to make it clear to faculty, staff, students and stakeholders, we recommend that the college be renamed to more prominently note its professional programs, and that we take action to insert the word 'Architecture' into the College's title. As a placeholder we will use College of Architecture, Arts, Letters, and Social Sciences; this working title will be vetted with faculty, staff, students and alumni before it comes to the Board.

Submitted to the Regents of the University of Idaho/State Board of Education on September 27, 2005.

*President Timothy P. White
Provost and Executive Vice President Douglas Baker*

Appendix A

Reconstitution Letter

Dr. Hoover

Dated June 12, 2002

Approval Letter

Gary Stivers

Dated June 17, 2002



University of Idaho

Office of the President

P.O. Box 443151

Moscow, Idaho 83844-3151

Phone: 208-885-6365

FAX: 208-885-6558

June 12, 2002

Mr. Gary Stivers
Executive Director
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Gary:

Faced with budget reductions in FY03, last March we announced intent to consolidate and restructure several administrative units at the University of Idaho. These organizational changes are designed to:

- Improve quality in the delivery of our educational services:
 - Maximize opportunities for units to achieve scholarly distinction, particularly in areas of emphasis consistent with the Strategic Plan
 - Create more effective ways for students, faculty and staff to think about and meet their roles, relationships and inter-relationships
- Simplify organization:
 - Create more optimally sized units balancing strengths of big and small, strength and flexibility
 - Increase flexibility in responding to significant changes in needs for learning
 - Improve academic and administrative efficiency
 - Improve organizational learning and work processes
 - Optimize administration and infrastructure requirements

After thorough review and further planning, I am recommending the following reorganization effective the beginning of the FY03 year.

1. Align and fully integrate Academic Affairs and Student Services Units into a single unit – Academic and Student Affairs

Our current academic and student affairs units overlap significantly with respect to mission, staffing, programs, and services. It is important to develop a single comprehensive and fully integrated strategic enrollment management system – recruitment, development, retention, graduation and career enhancement.

2. Integrate Continuing Education and University Extension into one unit – Outreach

The objective is to create an integrated university system to support development and delivery of college-based outreach instruction, research, extension and service

programs. This unit will have overall responsibility for more focused, coordinated and efficient statewide outreach services and program delivery.

3. Integrate Library and Information Technology Services into a consolidated unit – Library and Information Technology

This change is intended to create a unified organization/system that fully integrates information resource services and expedites growth of virtual library services. Both the Library and ITS provide direct information services to support instruction, research and outreach. With the continuing rapid growth in the electronic delivery of education and in interactive learning technologies, it is critical that the UI have a seamless information support system.

4. Reconstitute the natural science departments in the College of Mines and Earth Resources and the College of Letters and Science to become a College of Science

This will create a strong college of natural science programs to strengthen university-wide leadership in science. This will better position the UI by creating opportunities to:

- Participate in multidisciplinary programs that are of national priority
- Increase research productivity and funding by encouraging team-based multidisciplinary efforts
- Strengthen science graduate programs
- Streamline curriculum and science infrastructure
- Share equipment and facilities

5. Reconstitute humanities, fine arts, and social science departments in the College of Letters and Science, and the art, architecture and landscape architecture departments in the College of Art and Architecture together to become a College of Letters, Arts and Social Sciences

This new college structure will emphasize and develop strong integrated humanities, arts, social sciences, and design/planning programs. This will reposition the UI by creating opportunities to:

- Participate in multidisciplinary programs that are of national priority
- Increase scholarly productivity and support by encouraging team-based multidisciplinary efforts
- Strengthen cooperation in graduate programs
- Streamline curriculum, infrastructure and access
- Provide a focused academic home and center of advocacy for liberal arts programs, students and faculty
- Share equipment, facilities and technical expertise

6. Expand the College of Engineering – move metallurgical and materials science engineering programs from the old College of Mines and Earth Resources to the College of Engineering

This will create focused coordination of engineering programs within one integrated administrative structure.

As the final step, I am requesting approval from your office of these administrative changes. We believe this reorganization will lead to stronger programs, greater efficiency and better support for our students. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert A. Hoover", written over a circular stamp or seal.

Robert A. Hoover
President

Enclosure

cc: UI Provost
UI Registrar's Office
UI Assessment and Program Review
UI Deans
UI Budget Office



IDAHO STATE BOARD OF EDUCATION

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University of Idaho
JUL 01 2002
President's Office

June 17, 2002

Dr. Robert Hoover
President
University of Idaho
Moscow, ID 83844-3151

Dear Dr. Hoover:

The purpose of this letter is to approve the University of Idaho's request to consolidate and restructure several of its administrative units due to budget reductions in FY03, as outlined in your correspondence of June 12, 2002.

These organizational changes are to:

- align and integrate Academic Affairs and Student Services units to Academic and Student Affairs;
- integrate Continuing Education and University Extension to Outreach
- integrate Library and Information Technology Services to Library and Information Technology;
- reconstitute the natural science departments in the College of Mines and Earth Resources and the College of Letters and Science to College of Science;
- reconstitute humanities, fine arts, and social science departments in the College of Letters and Science and the art, architecture and landscape architecture departments in the College of Art and Architecture to become College of Letters, Arts, and Social Sciences; and
- expand the College of Engineering by moving metallurgical and materials science engineering programs from the old College of Mines and Earth Resources to the College of Engineering.

We appreciate your efforts to keep this office informed of the University of Idaho's activities.

Sincerely,

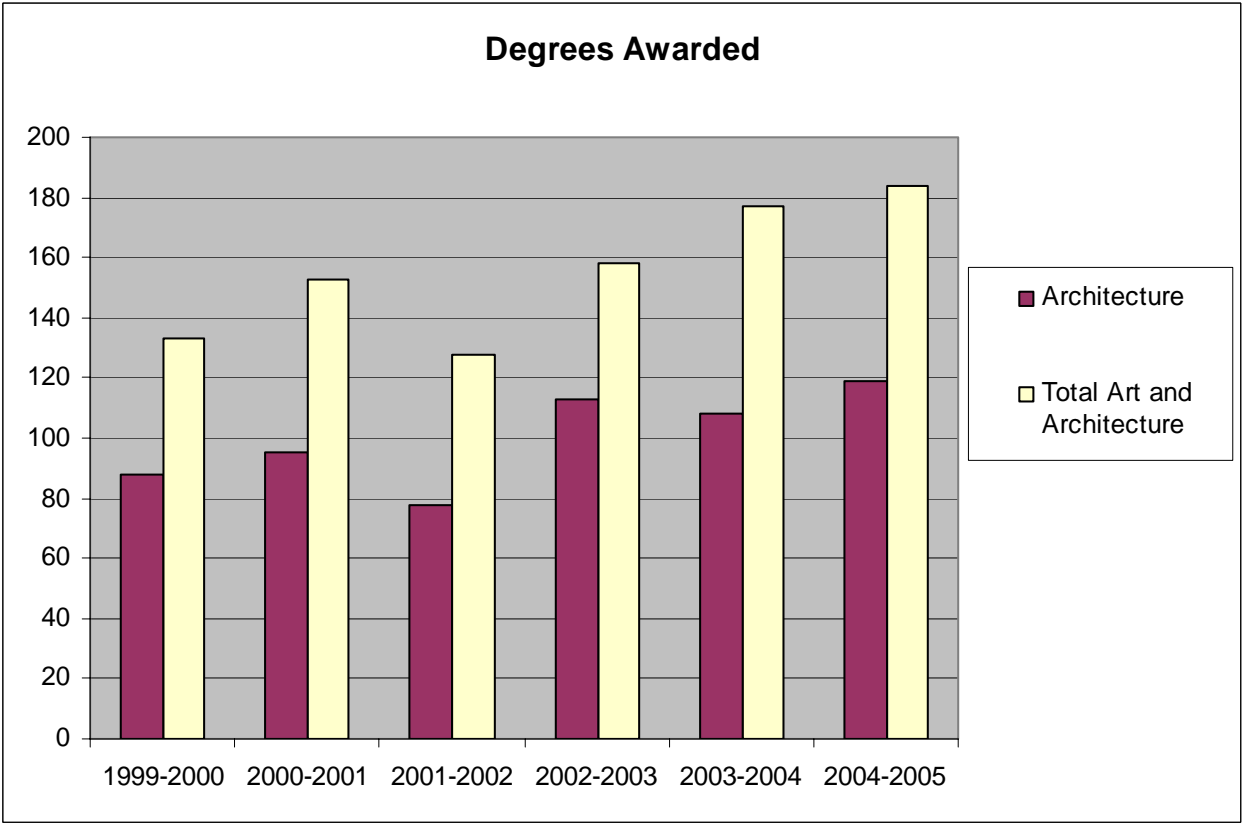
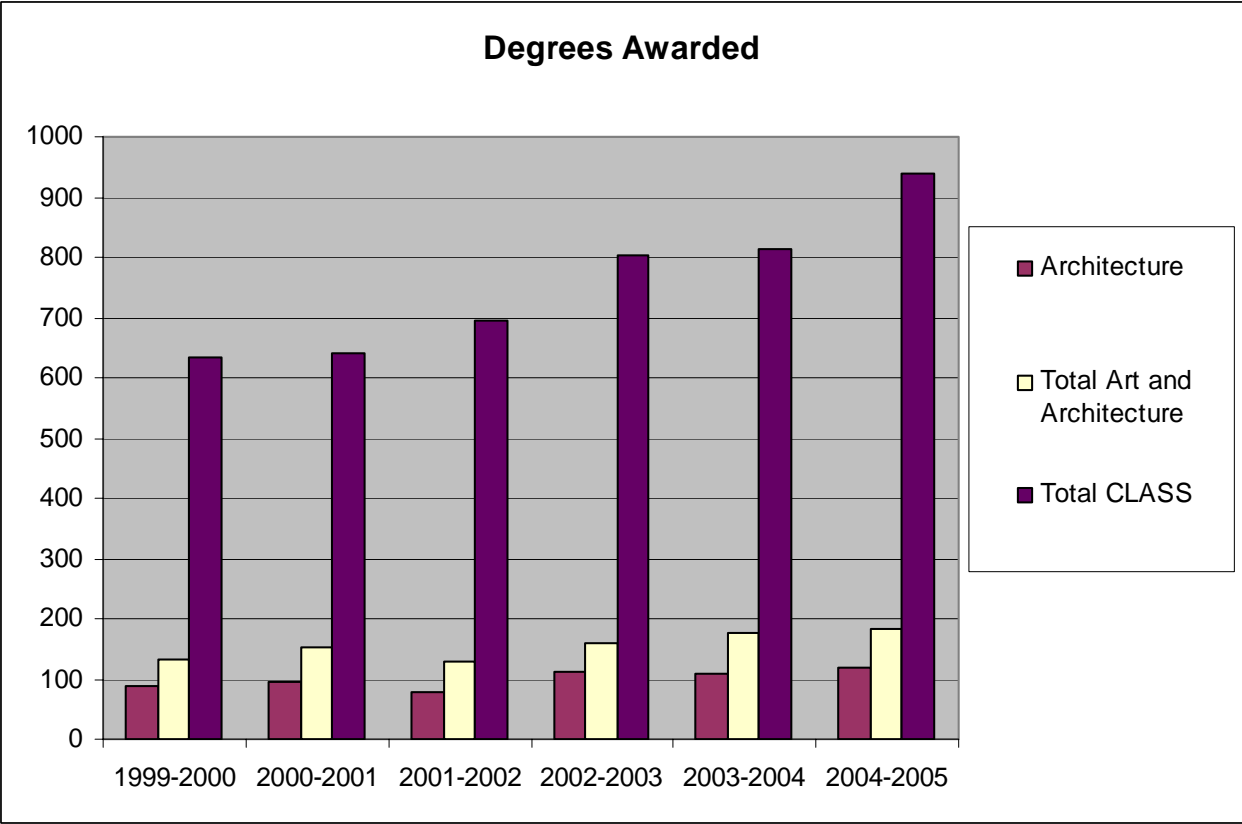

Gary W. Stivers
Executive Director

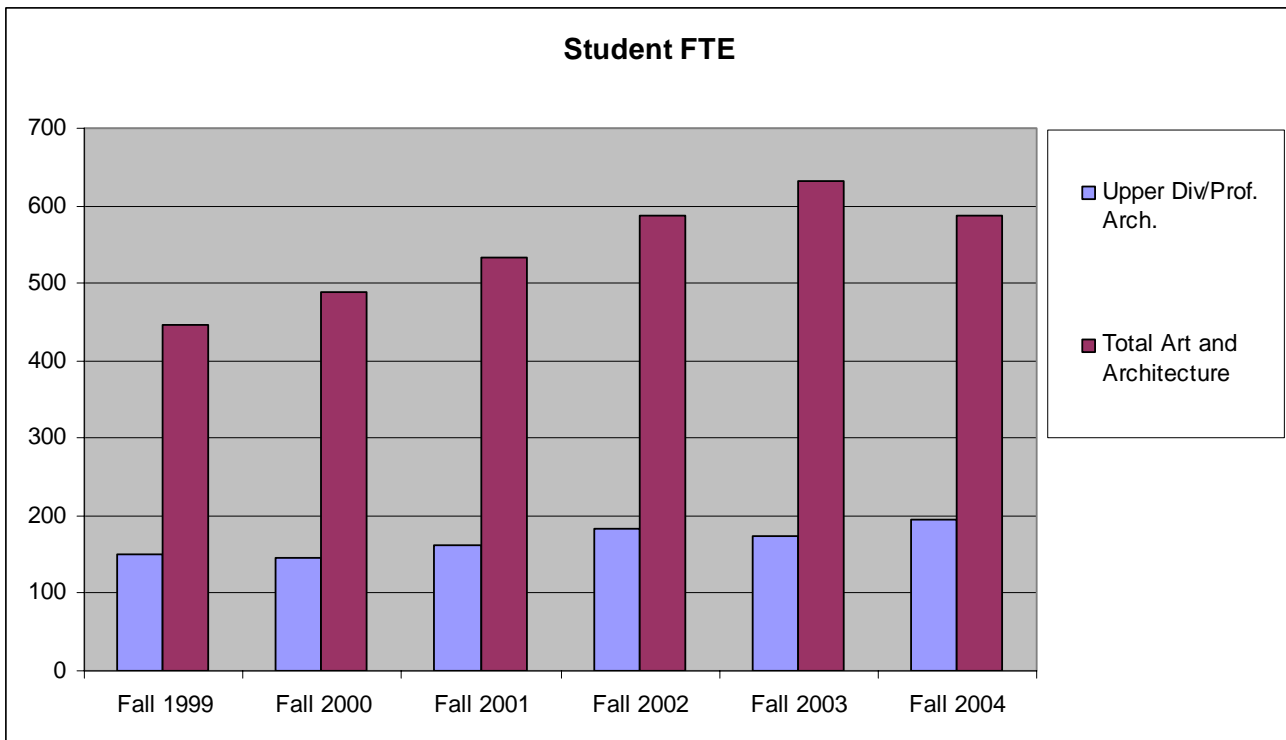
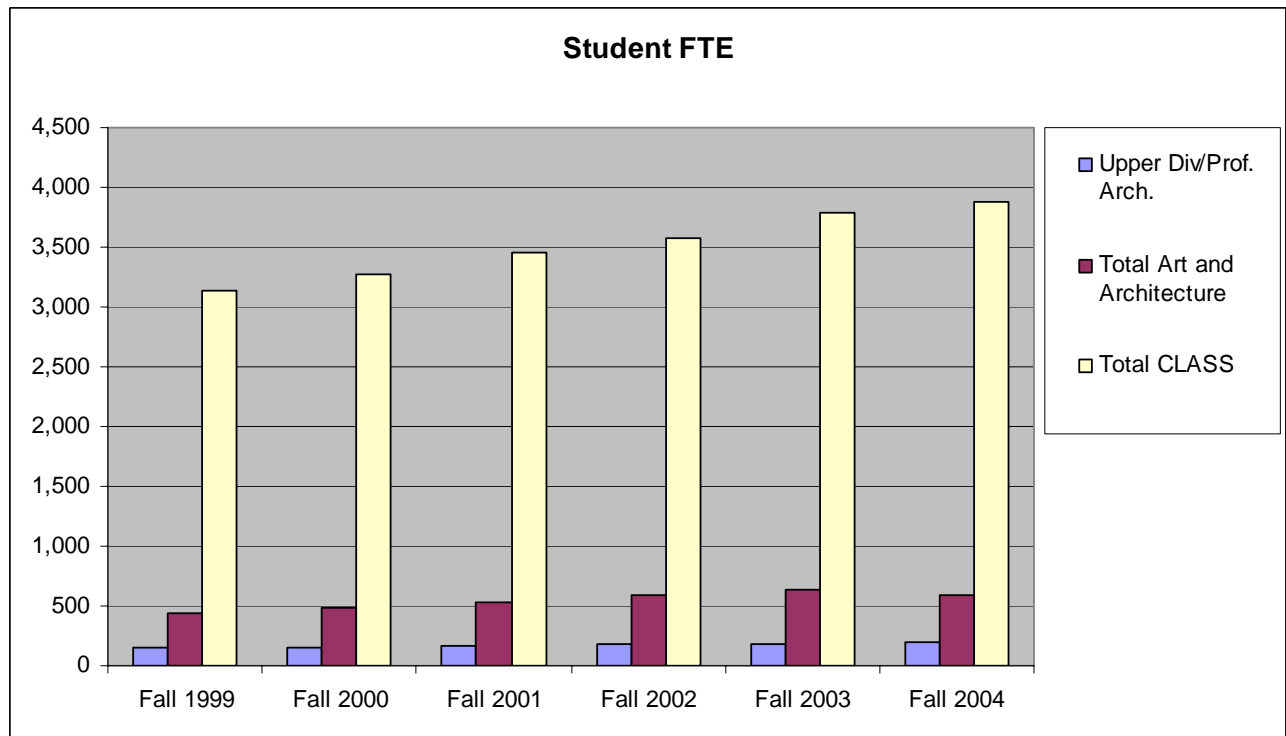
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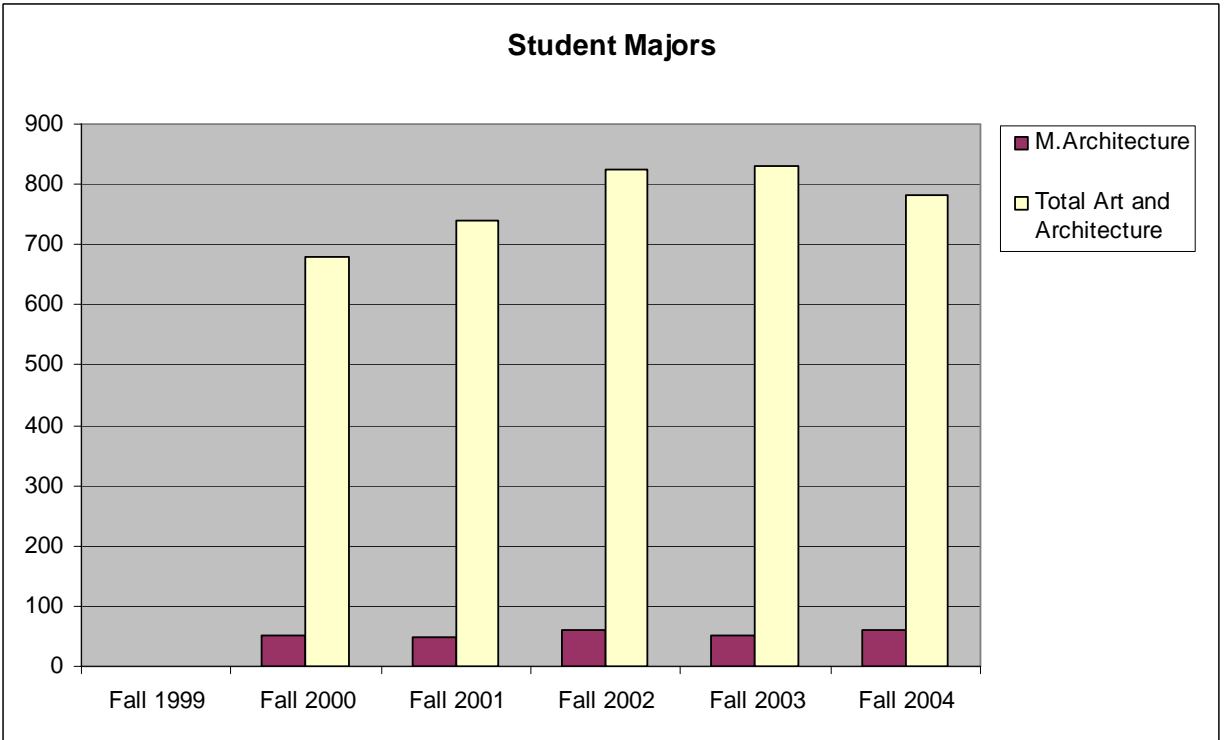
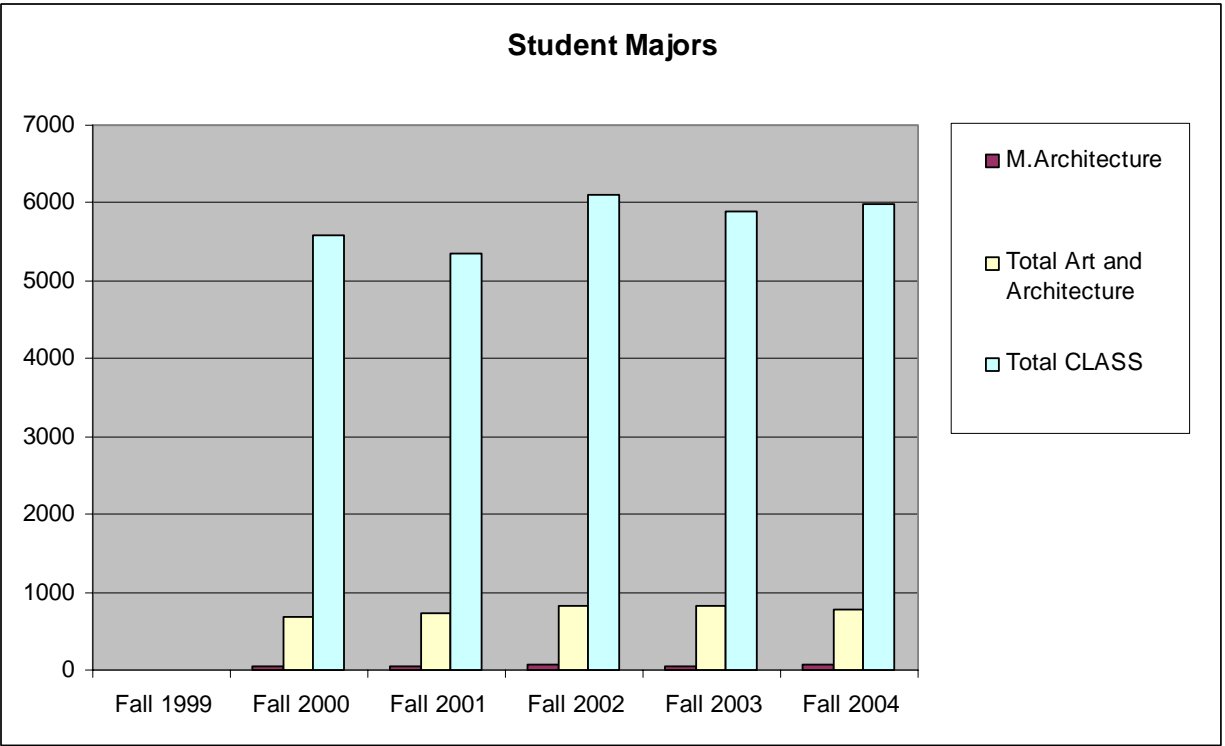
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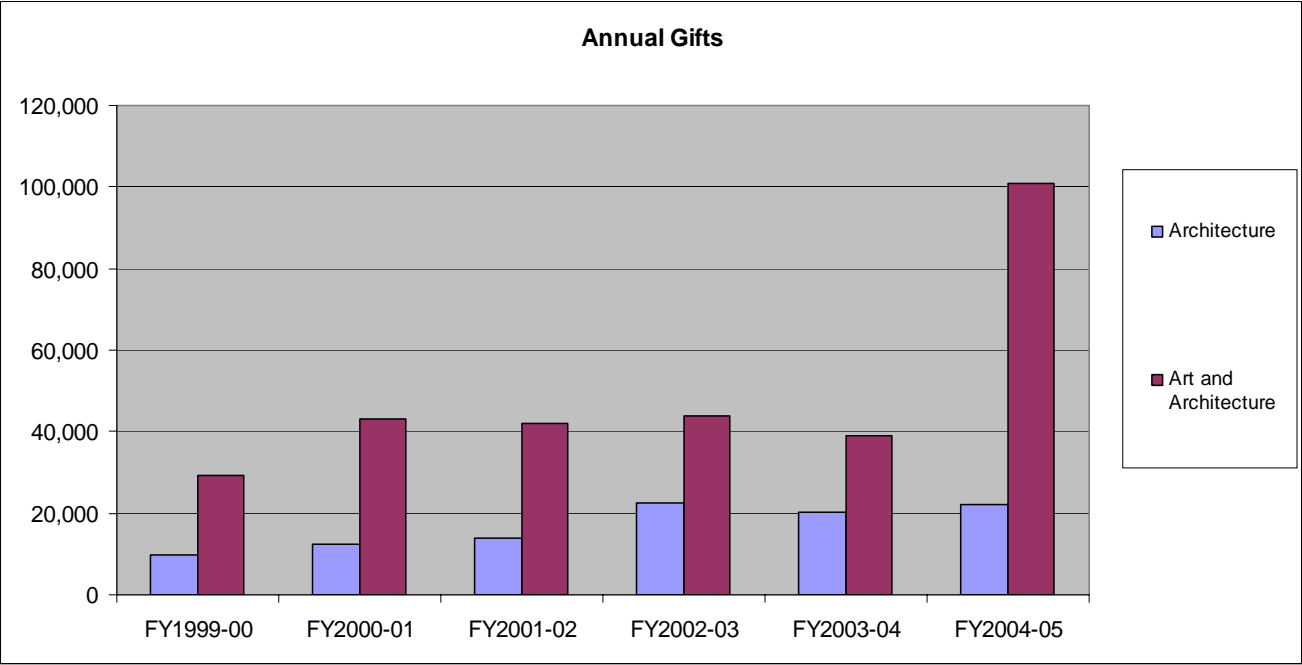
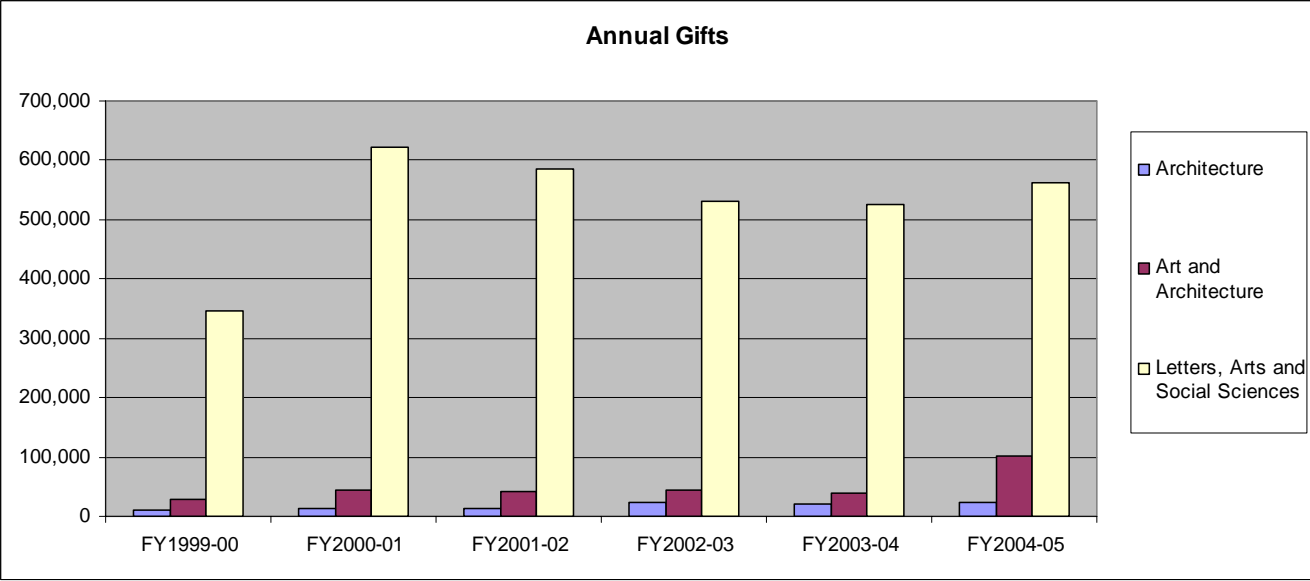
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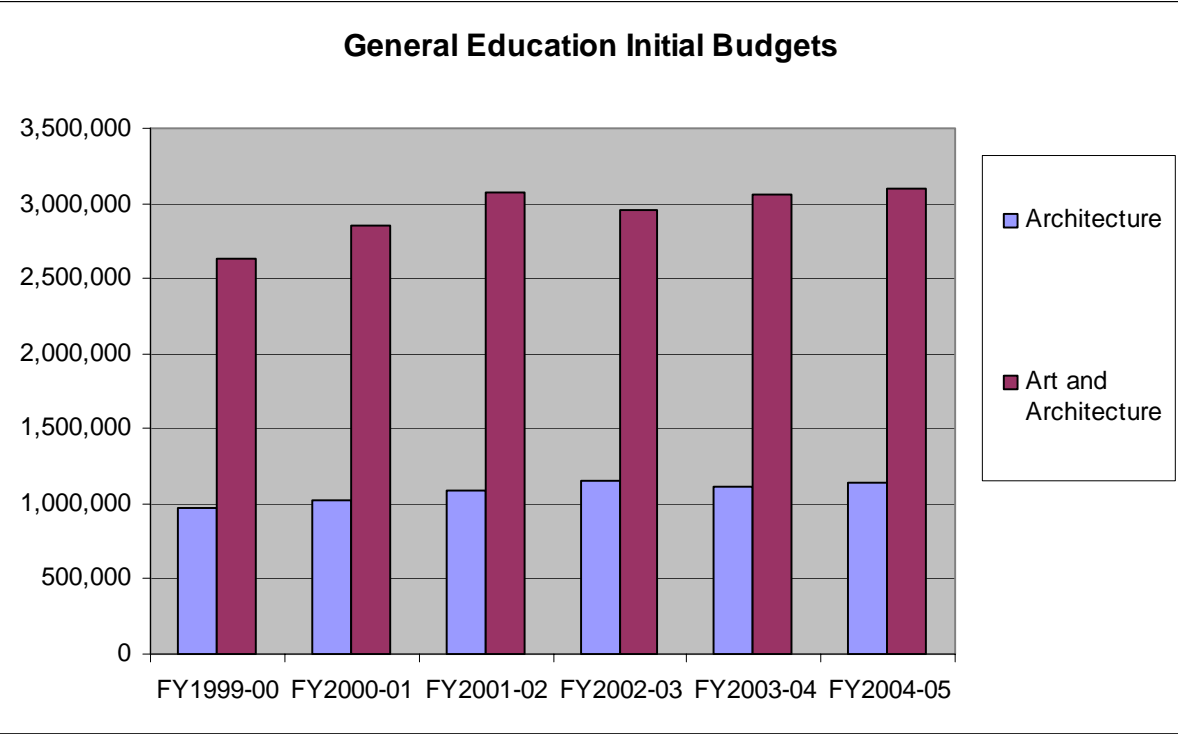
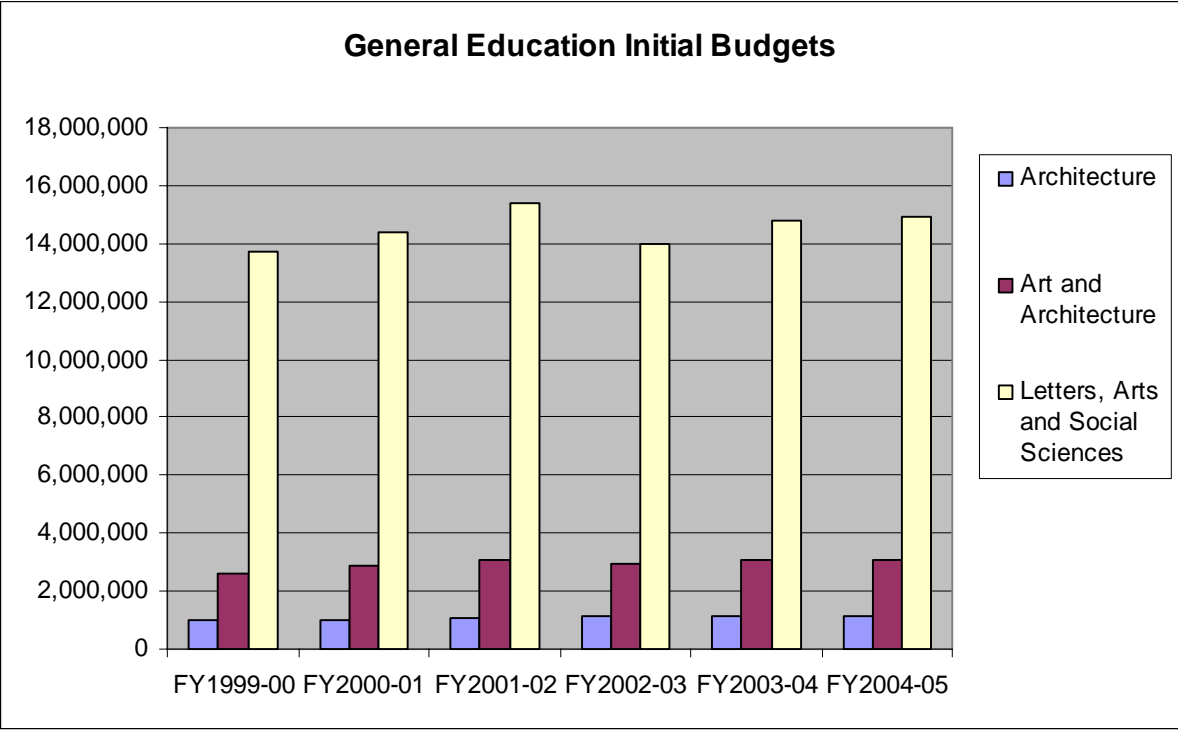
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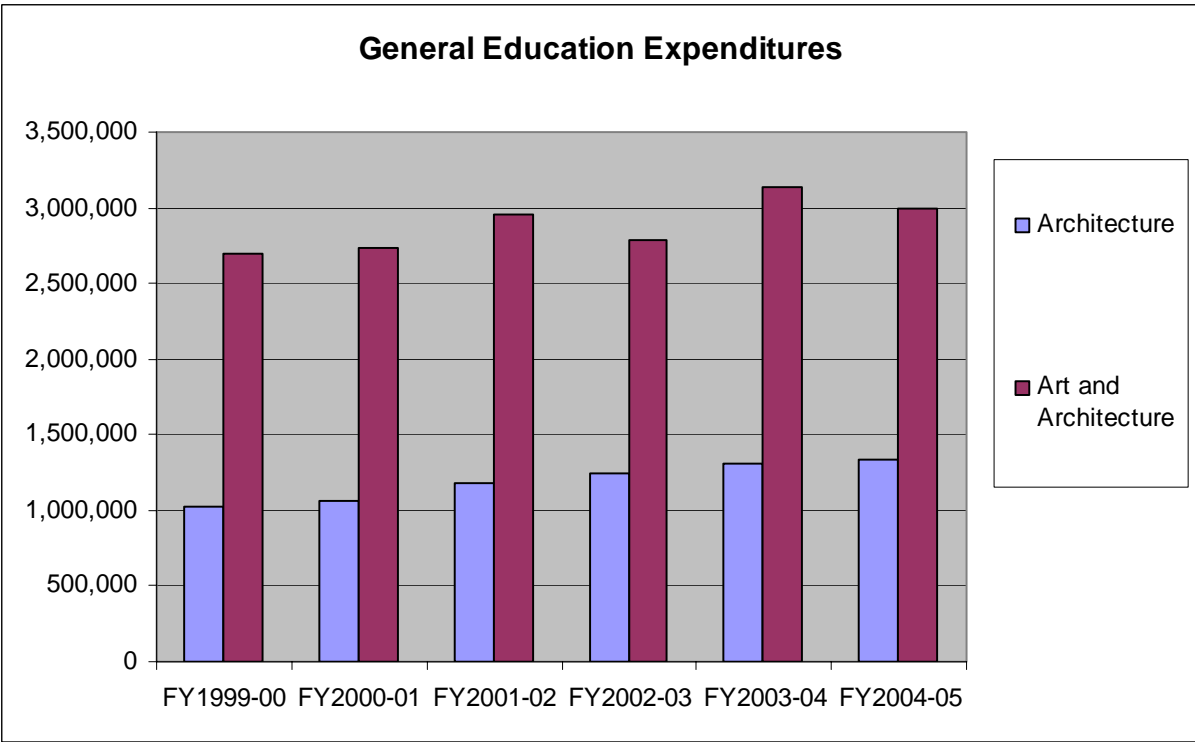
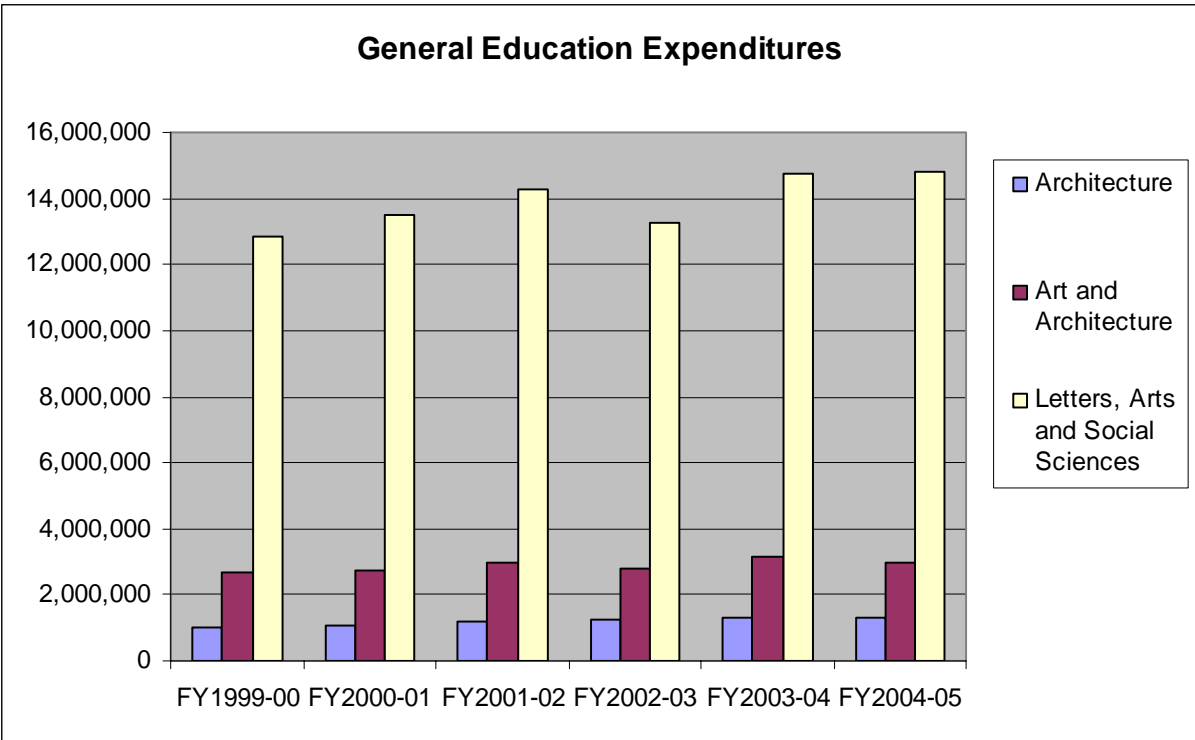




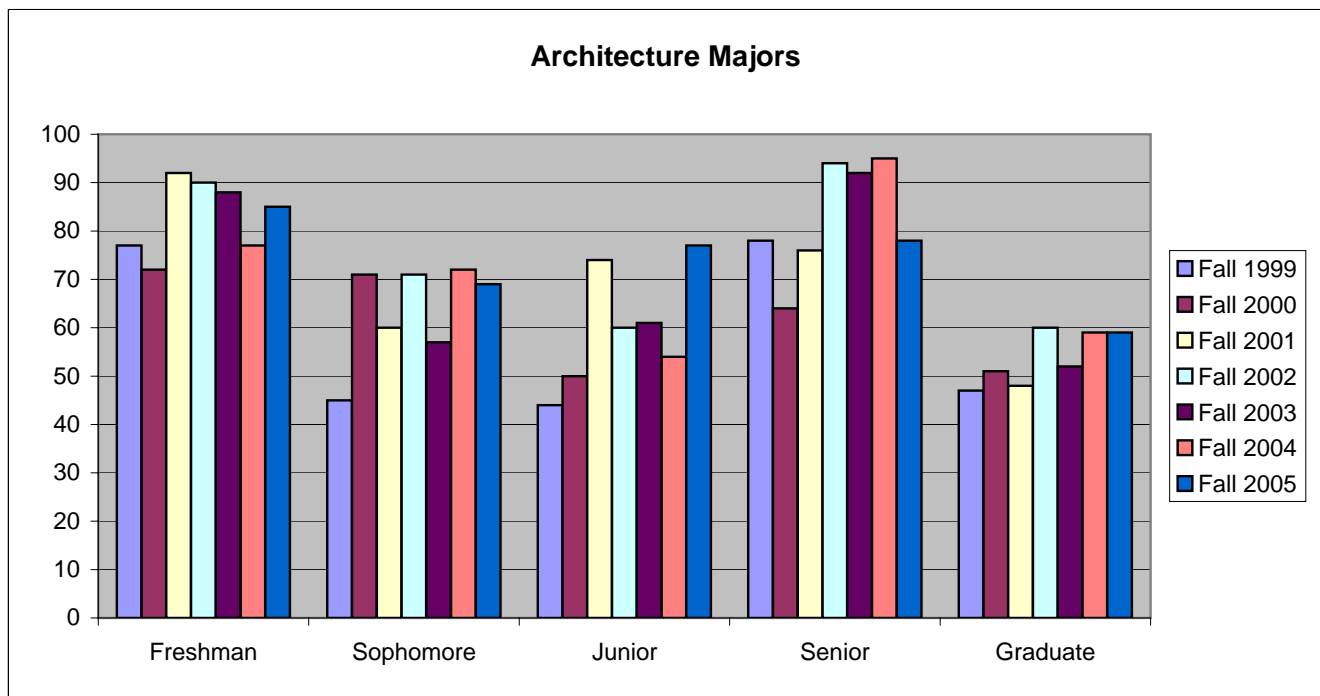
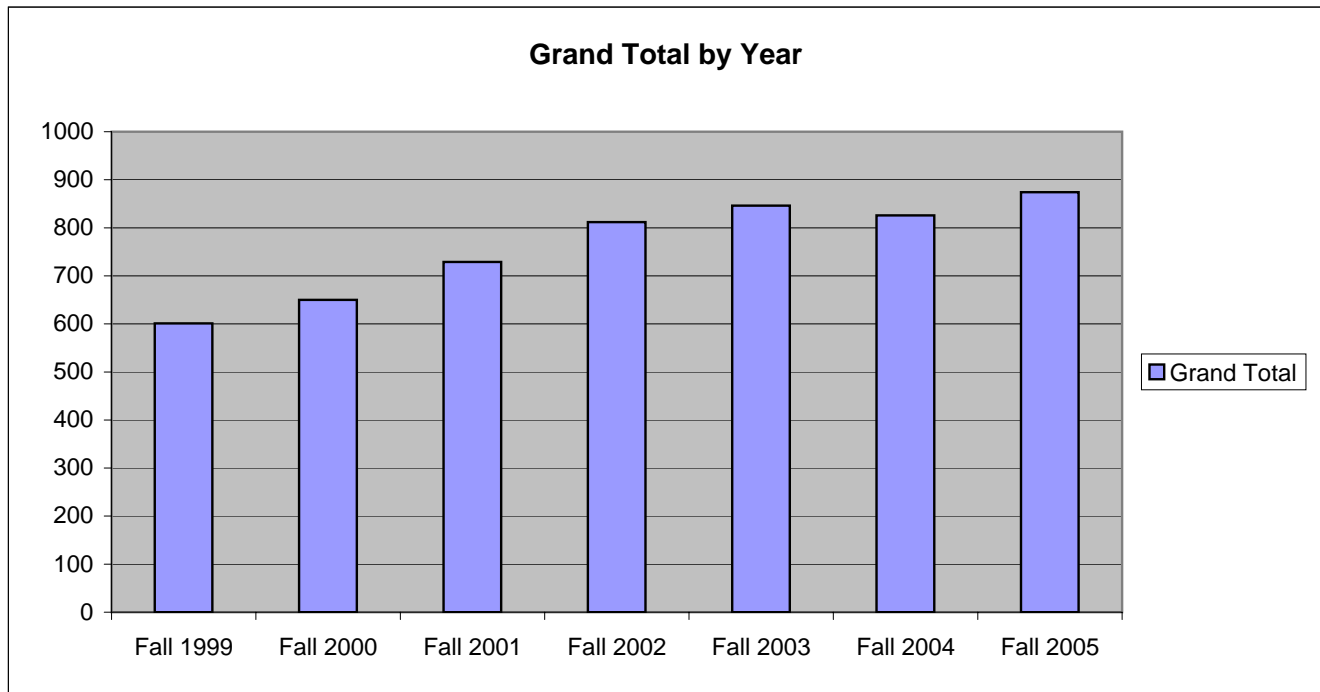




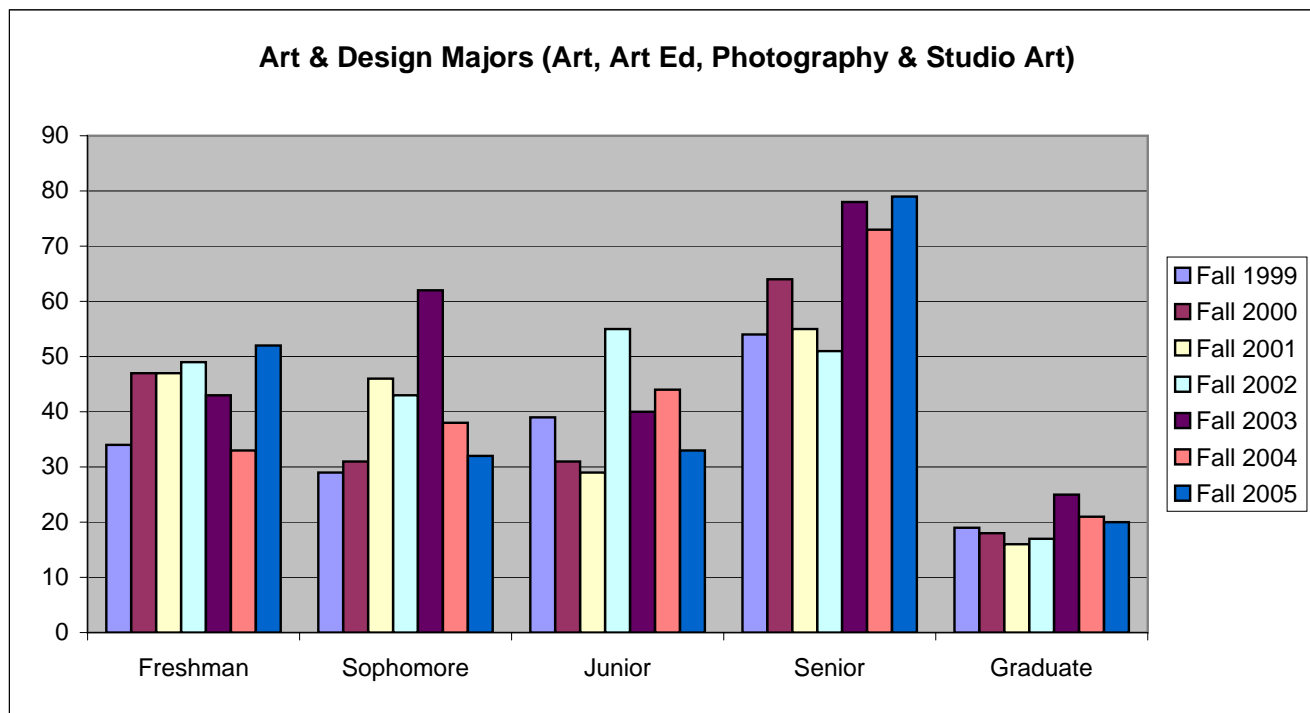
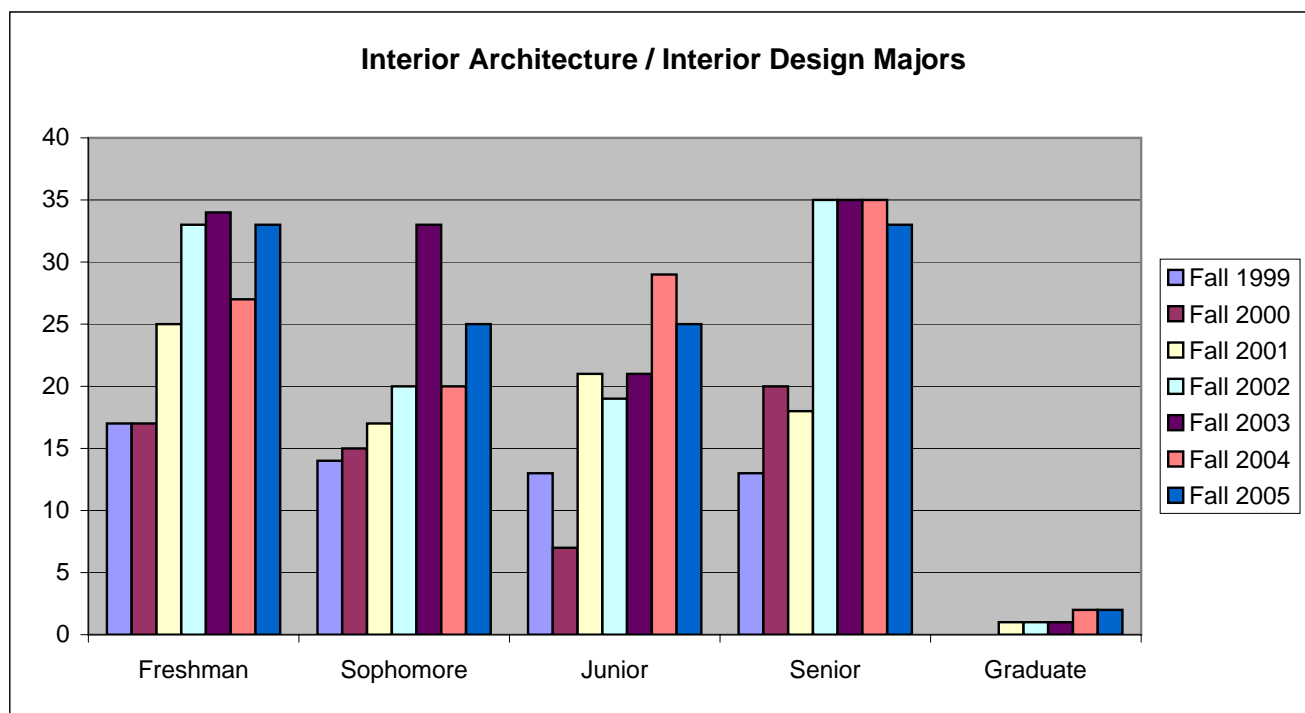




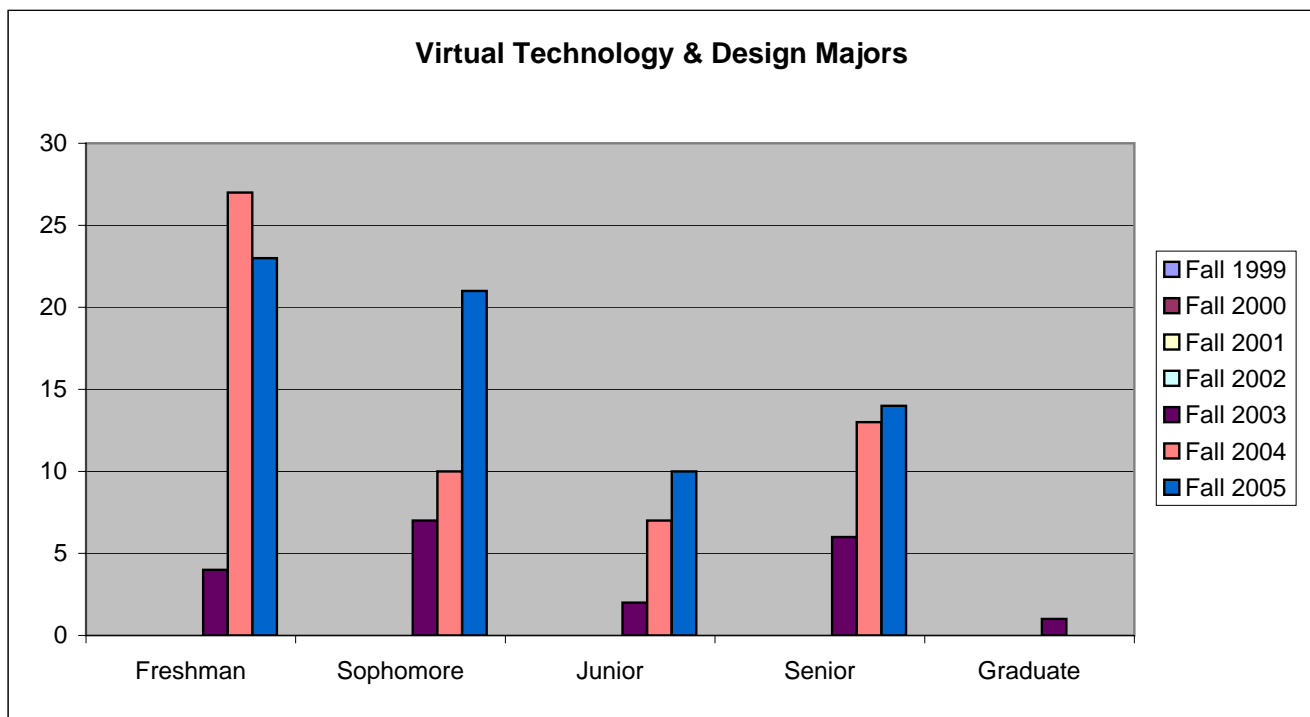
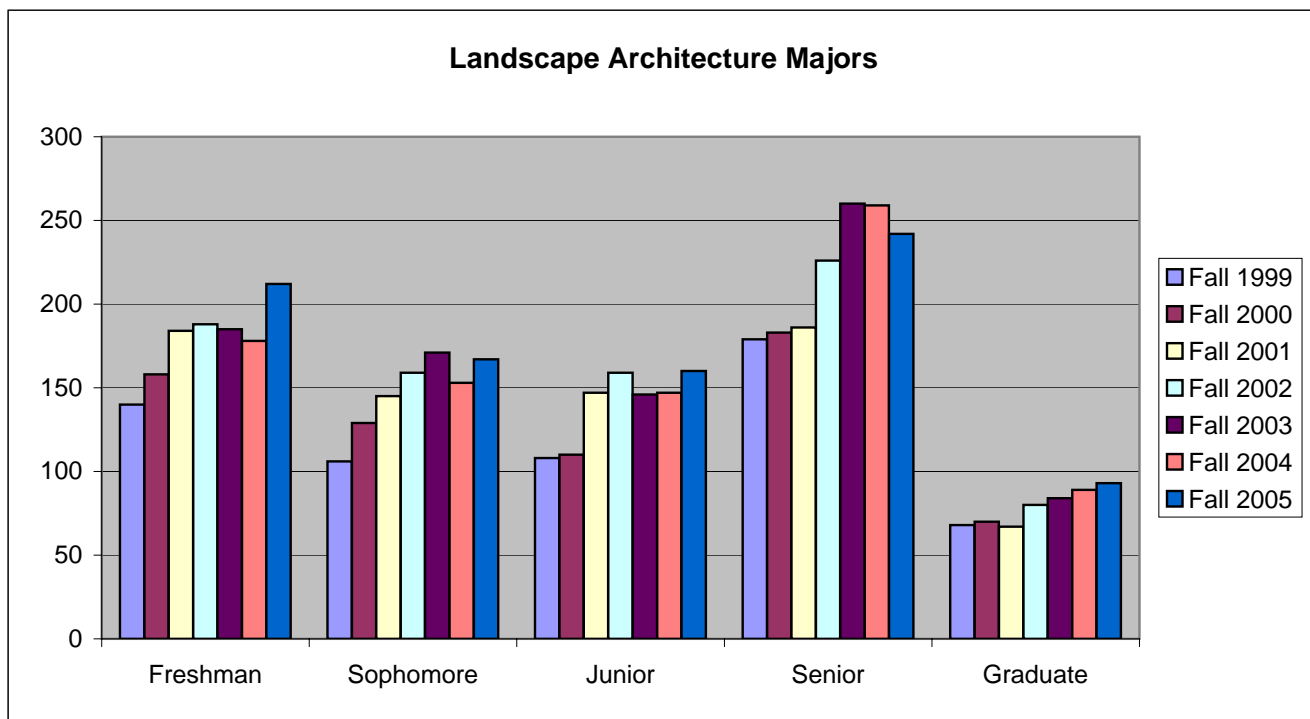
Art, Architecture and Landscape Architecture Majors by Student Level



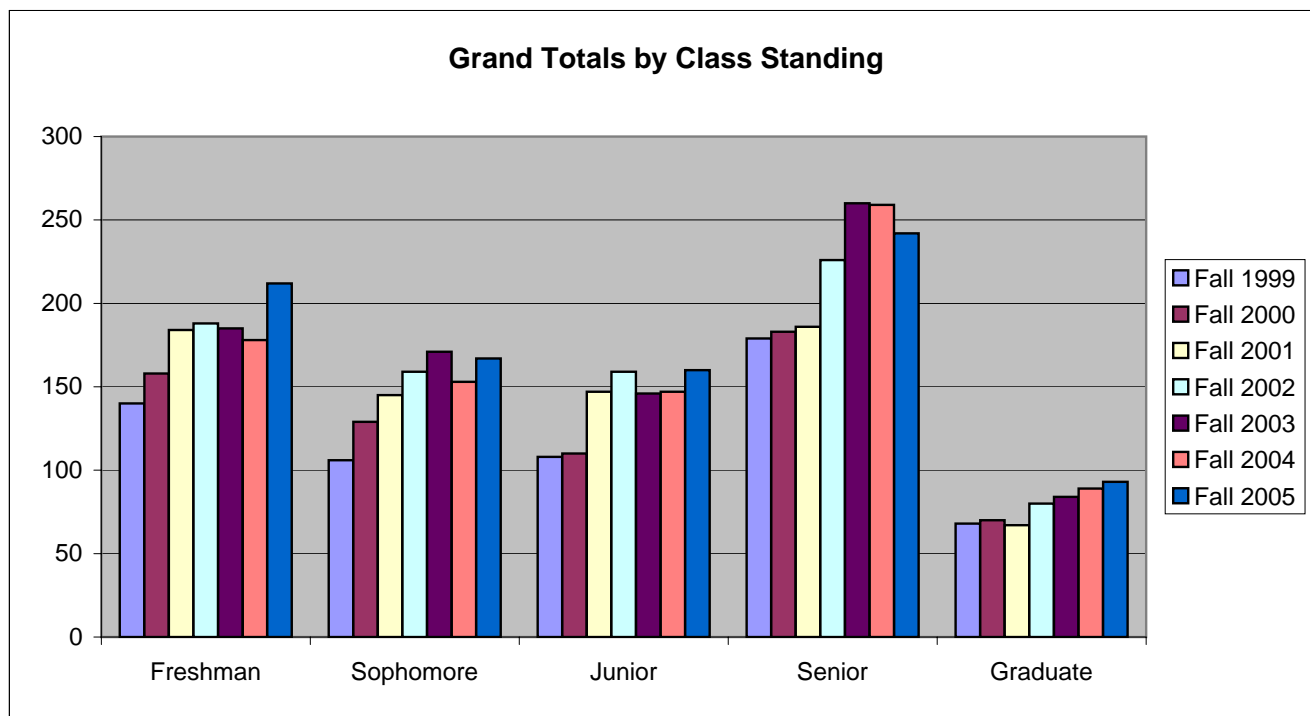
Art, Architecture and Landscape Architecture Majors by Student Level



Art, Architecture and Landscape Architecture
Majors by Student Level



Art, Architecture and Landscape Architecture Majors by Student Level



Department / Major	Class Standing	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Architecture	Freshman	77	72	92	90	88	77	85
	Sophomore	45	71	60	71	57	72	69
	Junior	44	50	74	60	61	54	77
	Senior	78	64	76	94	92	95	78
	Graduate	47	51	48	60	52	59	59
	Total	291	308	350	375	350	357	368
Interior Arch & Design	Freshman	17	17	25	33	34	27	33
	Sophomore	14	15	17	20	33	20	25
	Junior	13	7	21	19	21	29	25
	Senior	13	20	18	35	35	35	33
	Graduate	0	0	1	1	1	2	2
	Total	57	59	82	108	124	113	118
Art & Design (Art, Art Ed, Photography & Studio Art)	Freshman	34	47	47	49	43	33	52
	Sophomore	29	31	46	43	62	38	32
	Junior	39	31	29	55	40	44	33
	Senior	54	64	55	51	78	73	79
	Graduate	19	18	16	17	25	21	20
	Total	175	191	193	215	248	209	216
Landscape Architecture	Freshman	12	22	20	16	16	14	19
	Sophomore	18	12	22	25	12	13	20
	Junior	12	22	23	25	22	13	15
	Senior	34	35	37	46	49	43	38
	Graduate	2	1	2	2	5	7	12
	Total	78	92	104	114	104	90	104
Virtual Technology & Design	Freshman					4	27	23
	Sophomore					7	10	21
	Junior					2	7	10
	Senior					6	13	14
	Graduate					1	0	0
	Total					20	57	68
Totals - These Majors	Freshman	140	158	184	188	185	178	212
	Sophomore	106	129	145	159	171	153	167
	Junior	108	110	147	159	146	147	160
	Senior	179	183	186	226	260	259	242
	Graduate	68	70	67	80	84	89	93
	Grand Total	601	650	729	812	846	826	874

Art, Architecture and Landscape Architecture Majors by Student Level

Term Description		Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Architecture	Freshman	77	72	92	90	88	77	85
	Sophomore	45	71	60	71	57	72	69
	Junior	44	50	74	60	61	54	77
	Senior	78	64	76	94	92	95	78
	Graduate	47	51	48	60	52	59	59
	Total	291	308	350	375	350	357	368
Interior Architecture	Freshman	17	17	3	1			
	Sophomore	14	15	10	2	1	1	
	Junior	13	7	16	6		1	1
	Senior	13	20	16	19	5	2	1
	Graduate			1	1			
	Total	57	59	46	29	6	4	2
Interior Design	Freshman			22	32	34	27	33
	Sophomore			7	18	32	19	25
	Junior			5	13	21	28	24
	Senior			2	16	30	33	32
	Graduate					1	2	2
	Total	0	0	36	79	118	109	116
Art	Freshman	6	14	8	22	24	21	34
	Sophomore	5	2	8	12	23	16	12
	Junior	5	3	2	8	11	13	9
	Senior	11	12	13	11	16	12	14
	Graduate	18	18	16	17	25	21	20
	Total	45	49	47	70	99	83	89
Art Education	Freshman	4	7	12	9	6	1	3
	Sophomore	2	8	9	9	12	5	3
	Junior	9	5	7	13	5	9	5
	Senior	9	12	12	9	15	13	20
	Total	24	32	40	40	38	28	31
Photography	Freshman	1						
	Sophomore	1	1					
	Junior	2	1					
	Senior	1	2					
	Total	5	4	0	0	0	0	0
Studio Art	Freshman	23	26	27	18	13	11	15
	Sophomore	21	20	29	22	27	17	17
	Junior	23	22	20	34	24	22	19
	Senior	33	38	30	31	47	48	45
	Graduate	1						
	Total	101	106	106	105	111	98	96
Landscape Architecture	Freshman	12	22	20	16	16	14	19
	Sophomore	18	12	22	25	12	13	20
	Junior	12	22	23	25	22	13	15
	Senior	34	35	37	46	49	43	38
	Graduate	2	1	2	2	5	7	12
	Total	78	92	104	114	104	90	104
Virtual Technology & Design	Freshman					4	27	23
	Sophomore					7	10	21
	Junior					2	7	10
	Senior					6	13	14
	Graduate					1		
	Total					20	57	68
Count Distinct	Count Distinct	601	650	729	812	846	826	874

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

The attachments provided by the College of Art and Architecture Foundation are not accessible electronically. If you require a copy, please contact Patty Sanchez at Patty.Sanchez@osbe.idaho.gov.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

SUBJECT

The Office of Performance and Evaluations (OPE) Findings review of the technology initiatives for K-12.

APPLICABLE STATUTE, RULE, OR POLICY

33-4801, SHORT TITLE. This chapter shall be known and may be cited as the "Idaho Educational Technology Initiative of 1994".

BACKGROUND

OPE reviewed the Public Education Technology Initiatives (Idaho Educational Technology Initiative of 1994), and reported its findings to the Joint Legislative Oversight Committee (JLOC) and the State Board of Education in January 2005. Over the past decade, about \$442 million of public and private funds have been used by school districts to improve and integrate technology into Idaho's public schools. OPE, following a several month review of materials, interviews, and research, issued nine recommendations to ensure compliance with statutory requirements, to improve statewide planning and data management, to reduce district reporting requirements, to direct management focus towards results, and to clarify requirements of the federal No Child Left Behind Act.

DISCUSSION

Of the nine recommendations in the report, three relate directly to the Board. Following this cover page are two pages with OPE's recommendations and comments. **Recommendation One:** Meet the statutory requirements of the Technology Initiative. Idaho Code does not specify the nature or extent of the review, only that it occur annually. The review could be used to ensure that critical elements of the plan are being carried out or appropriately modified to keep pace with changing technologies and new initiatives. **Recommendation Two:** Ensure that the statewide technology plan includes key elements (See attached list, a-e). **Recommendation Nine:** Records indicate that the Board has not formally approved the eighth-grade standards. The department presented this issue to the Board for discussion and action at the March 2005 meeting. Due to audio-recording difficulties, the action was not recorded. Action should be recorded.

IMPACT

According to the OPE report, no additional resources are needed to implement these recommendations.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board meet statutory requirements by annually reviewing the statewide technology plan (Recommendation One). Staff recommends that the Board ensures that the statewide technology plan includes key elements identified by OPE (Recommendation Two, see attached list, a-e). Staff recommends that the Board formally approve the eighth-grade technology standards (Recommendation Three).

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

BOARD ACTION

A motion to approve the eighth-grade technology standards as presented by Dawn Wilson, State Department of Education, at the March 2005 Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

“Public Education Technology Initiatives: Evaluation Report January 2005”
compiled by the Office of Performance Evaluations, Idaho State Legislature, Report 05-01

Recommendations (page xii)

1. To comply with the statutory requirements of the Idaho Education Technology Initiative of 1994:
 - a. The State Board of Education should annually review and approve the statewide technology plan developed by the Idaho Council for Technology in Learning. [Idaho Code § 33-4805(2)(a)]
 - b. The Idaho Council for Technology in Learning should identify and recommend to the State Board of Education technology programs, practices, and products (see Chapter 5). [Idaho Code § 33-4805(2)(f)]

The State Board of Education and the Idaho Council for Technology in Learning have either not addressed these statutory requirements or no longer require districts to follow them. If implemented, these requirements would improve state and district planning for technology, identify practices that optimize public and private dollars, and apply standards that could make district technology systems more manageable.

Timeline to implement recommendation: December 2005

2. The State Board of Education should ensure the statewide education technology plan has the following elements:
 - a. Assessment of current goals and realignment (if necessary) with statute
 - b. Timelines for achieving goals and objectives
 - c. Standards or benchmarks for performance measures
 - d. Standards and planning guidance for adequate district staffing for technical support
 - e. Guidance on finance, budgeting, and cost-effective technology acquisition

[Footnote on page 28: Fiscal year 2003 and 2004 appropriation bills specifically *allowed* the following expenditures, “upon the direction” of the council: “software purchases, technology equipment repairs and maintenance, and equipment necessary to administer state-required assessments.” 2002 Idaho Sess. Law 238, 2003 Idaho Sess. Law 372]

The addition of these elements would provide the state and districts a better understanding of where the plan should take their technology systems in the future, when goals should be achieved, and criteria for achieving targets, and incorporate a new focus on staffing and financing education technology. Without these elements in the plan, it would be difficult to determine progress on goals.

Timeline to implement recommendation: December 2005

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

9. The State Board of Education should formally revisit Idaho's eighth-grade technology standards, their purpose, and implementation relative to the requirements of the statewide technology plan and the No Child Left Behind Act of 2001.

Although both board and department staff report the new eighth-grade technology standards were approved, we found no formal evidence of board approval. Based on our review of federal law and communication with federal officials, the apparent choice of developing eighth-grade technology standards as a strategy to integrate technology into instruction was an Idaho decision, not a federal requirement. Additionally, there is no federal requirement for students to demonstrate proficiency on these standards.

Timeline to implement recommendation: December 2005

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 48

IDAHO EDUCATIONAL TECHNOLOGY INITIATIVE

33-4805. RESPONSIBILITIES OF THE COUNCIL -- COUNCIL STAFF. (1) Staff support for the council shall be drawn from the educational segments as recommended by the council and approved by the state board of education. The legislative intent is to provide broad representation of the various educational segments with the council staff.

(2) The council shall have the following responsibilities:

(a) Develop and maintain a statewide education technology plan to provide seamless education in Idaho. Such plan shall be subject to annual review and approval by the state board of education.

(b) Make recommendations to the state board of education on educational technology and telecommunications plans, policies, programs and activities for all educational segments.

(c) Subject to the approval of the state board of education, administer and develop standards and criteria for the public school technology grants program provided for in section 33-4806, Idaho Code.

(d) Ensure that the policies set by the information technology resource management council are followed in accordance with sections 67-5745B and 67-5745C, Idaho Code, in implementing educational technology programs pursuant to this chapter.

(e) Collaborate with all educational segments, as well as with professional education associations and businesses, in recommending priorities for funding and in identifying needs for technology use in education.

(f) Recommend to the state board of education, standards and procedures for the administration of this act, including, but not limited to, standards for technology-based resources, projects, programs, practices or products to be adopted or adapted, and standards and criteria by which to evaluate the technology-based programs. In addition, the council shall recommend exemplary programs, practices, or products based on the criteria established in this subsection.

(g) Recommend priorities for uses of educational technology.

(h) Work with representatives of the governing bodies of the educational segments to develop recommendations or strategies for the coordination, administration, and evaluation of educational technology programs and resources.

(i) Work with representatives of the governing bodies of the educational segments to identify strategies to coordinate statewide voice, video, and data telecommunications systems that may be accessed by the educational segments.

(j) To review, evaluate and build upon the educational technology projects in public schools funded through other state initiatives.

(k) To form such subcommittees or task forces as it deems necessary to review matters pertaining to a particular educational segment or to any other issues before the council.

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8th Grade Idaho Student Information Technology Standards (ISITS)

Kindergarten – 7th Grade Idaho Information Technology Benchmarks



Department of Education asked a statewide team to develop a draft copy of student information technology standards for eighth-grade students. The team consisted of the following:

Jean Bengfort, Coeur d'Alene School District
Johana Doyle, Moscow School District
Greg Eck, Lakeland School District
Bonnie Farmin, Kellogg School District
Jim Marconi, Boise School District
Pam Reidlen, Kamiah School District
Sue Smith, Soda Springs School District
Karen Vauk, Micron Technology

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

8th Grade Idaho Student Information Technology Standards (ISITS) Kindergarten – 7th Grade Idaho Information Technology Benchmarks

Technology Foundation Standards for all students

The Technology foundation standards for students are divided into six broad categories that were developed through the National Educational Technology Standards (NETS) project coordinated by the International Society for Technology in Education (ISTE). Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking sample applications. These standards and benchmarks are used as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

1. Basic Operations and Concepts

- a. Students demonstrate a sound understanding of the nature and operation of technology systems.
- b. Students are proficient in the use of technology.

2. Social, Ethical, and Human Issues

- a. Students understand the ethical, cultural, and societal issues related to technology.
- b. Students practice responsible use of technology systems, information, and software.
- c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology Productivity Tools

- a. Students use technology tools to enhance learning , increase productivity, and promote creativity.
- b. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

4. Technology Communications Tools

- a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research Tools

- a. Students use technology to locate, evaluate, and collect information from a variety of sources.
- b. Students use technology tools to process data and report results.
- c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

6. Technology Problem-Solving and Decision-Making Tools

- a. Students use technology resources for solving problems and making informed decisions.
- b. Students employ technology in the development of strategies for solving problems in the real world.

8th Grade Idaho Student Information Technology Standards (ISITS) Kindergarten – 7th Grade Idaho Information Technology Benchmarks

Idaho Student Information Technology Standards Rationale

Students will live, learn and work in an increasingly complex, technology-driven society. These technology standards are designed to identify foundational skills and processes that students need in order to be productive and successful.

It is essential that computer and technology education be integrated in all grade level content standards. All educators share responsibility for student success.

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

8th Grade Idaho Student Information Technology Benchmarks

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. Make informed choices among technology systems, resources and services.
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	b. Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

8th Grade Idaho Student Information Technology Benchmarks

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support system analysis and modeling.

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

8th Grade Idaho Student Information Technology Benchmarks

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources.
2. Use technology tools to process data and report results.	a. Select appropriate technology tools for data analysis and reporting.

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

7th Grade Idaho Student Information Technology Benchmarks

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. Identify choices among technology systems, resources and services.
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	b. Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

7th Grade Idaho Student Information Technology Benchmarks

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support system analysis and modeling.

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

7th Grade Idaho Student Information Technology Benchmarks

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. Select appropriate technology tools for data analysis and reporting.

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

6th Grade Idaho Student Information Technology Benchmarks

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. Explore choices among technology systems, resources and services.
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	b. Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

6th Grade Idaho Student Information Technology Benchmarks

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support system analysis and modeling.

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

6th Grade Idaho Student Information Technology Benchmarks

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. Select appropriate technology tools for data analysis and reporting.

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

5th Grade Idaho Student Information Technology Benchmarks

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Identify the appropriate technology device to complete a task.
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Discuss common uses of technology in daily life and related advantages and disadvantages.
	b. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

5th Grade Idaho Student Information Technology Benchmarks

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support system analysis and modeling.

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

5th Grade Idaho Student Information Technology Benchmarks

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. N/A

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

4th Grade Idaho Student Information Technology Benchmarks

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Explore the appropriate technology device to complete a task.
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate increasingly sophisticated operation of technology components.
	b. Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Discuss common uses of technology in daily life and related advantages and disadvantages.
	b. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Exhibit legal and ethical behaviors when using technology and information.

4th Grade Idaho Student Information Technology Benchmarks

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use formatting capabilities of technology for communicating and illustrating.
	b. Use a variety of technology tools for data collection and analysis.
	c. Publish and present information using technology tools.
	d. Use technology tools to support system analysis and modeling.

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. Collaboratively use telecommunications and online resources.

4th Grade Idaho Student Information Technology Benchmarks

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Locate information from electronic resources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. N/A

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

3rd Grade Idaho Student Information Technology Benchmarks

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. Explore the appropriate technology device to complete a task.
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate functional operation of technology components.
	b. Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. Discuss common uses of technology in daily life and related advantages and disadvantages.
	b. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. Discuss legal and ethical behaviors when using technology and information.

3rd Grade Idaho Student Information Technology Benchmarks

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use prescribed technology writing or drawing tools for communicating and illustrating.
	b. Use prescribed technology tools for data collection and analysis.
	c. Explore prescribed technology for publishing and presenting information.
	d. N/A

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. N/A

3rd Grade Idaho Student Information Technology Benchmarks

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Explore electronic information sources.
	b. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
2. Use technology tools to process data and report results.	a. N/A

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

2nd Grade Idaho Student Information Technology Benchmarks

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. N/A
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate functional operation of technology components.
	b. Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. N/A
	b. Demonstrate an awareness and respect for the ethical use of technology.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. N/A

2nd Grade Idaho Student Information Technology Benchmarks

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use prescribed technology writing or drawing tools for communicating and illustrating.
	b. Use prescribed technology tools for data collection and analysis.
	c. Explore prescribed technology for publishing and presenting information.
	d. N/A

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. N/A

2nd Grade Idaho Student Information Technology Benchmarks

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Explore electronic information sources.
	b. N/A
2. Use technology tools to process data and report results.	a. N/A

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

1st Grade Idaho Student Information Technology Benchmarks

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. N/A
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Demonstrate functional operation of technology components.
	b. Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. N/A
	b. Demonstrate an awareness and respect for the ethical use of technology.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. N/A

1st Grade Idaho Student Information Technology Benchmarks

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. Use prescribed technology writing or drawing tools for communicating and illustrating.
	b. Use prescribed technology tools for data collection and analysis.
	c. Explore prescribed technology for publishing and presenting information.
	d. N/A

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	b. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	c. N/A

1st Grade Idaho Student Information Technology Benchmarks

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. Explore electronic information sources.
	b. N/A
2. Use technology tools to process data and report results.	c. N/A

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

Kindergarten Idaho Student Information Technology Benchmarks

STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate a sound understanding of the basic nature and operation of technology systems.	a. Use developmentally appropriate and accurate technology terminology.
	b. N/A
	c. N/A
2. Demonstrate proficiency in the use of technology.	a. Use input and output devices successfully to operate computers, VCRs, audio tapes and other technologies.
	b. Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
1. Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	a. N/A
	b. Demonstrate an awareness and respect for the ethical use of technology.
2. Practice responsible use of technology systems, information, and software.	a. Practice responsible use of technological devices and software.
	b. Demonstrate respect for others while using technology.
	c. N/A

Kindergarten Idaho Student Information Technology Benchmarks

STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology tools to enhance learning, increase productivity, and promote creativity.	a. N/A
	b. N/A
	c. N/A
	d. N/A

STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
1. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	a. N/A
	b. N/A
	c. N/A

Kindergarten Idaho Student Information Technology Benchmarks

STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
1. Use technology to locate, evaluate, and collect information from a variety of sources.	a. N/A
	b. N/A
2. Use technology tools to process data and report results.	c. N/A

STANDARD 6: Technology Problem-Solving and Decision Making Tools

Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
1. Use technology resources for solving problems and making informed decisions.	a. N/A

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

SUBJECT

PLATO Learning: I-PLN Presentation

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In June 2004 the Board, using \$5 million of Title VI federal dollars, entered into a two-year contract with PLATO Learning to make PLATO courseware, technical support, and professional development available to every district for grades K-12. The delivery of the curriculum can accommodate each district's technology infrastructure for Local Area Networks, client-hosted Web, or Web delivery. The program is known as the Idaho PLATO Learning Network (I-PLN). The Board took the lead to put powerful, custom resources directly in the hands of students, teachers, and parents with the end goal of improving student performance.

I-PLN is a technology-based program that allows each district in the state to import individual student Rasch Unit (RIT) scores from the Idaho Standards Achievement Tests (ISAT). The program then identifies a personalized learning path that prescribes appropriate curriculum to remediate or advance skills. This program also provides thousands of hours of standards-based educational curriculum for independent study, subject-matter remediation or acceleration, and project-based activities to promote higher order thinking skills.

DISCUSSION

In the first year of implementation the Plato courseware has been made available in almost every district in the state and in a large majority of the schools. Implementation includes technical assistance in determining the best technology for the courseware to be made available for the particular circumstances of each district, the installation of the courseware, and high quality professional development that includes not only how to use I-PLN but also how to make the use of the courseware to have the most impact. Using the terms of the contract, which includes "unlimited" licenses for K-12 education in the state, the implementation has gone far beyond schools located in the districts. I-PLN has been made available to charter schools, 21st Century Community Learning Centers; juvenile detention facilities where classes are provided for residents, accredited schools in Idaho correctional facilities, schools for students with special needs in several locations around the state, and to the colleges of education in institutions of higher education where teachers are prepared for K-12 education.

IMPACT

Universally, users of Plato courseware indicate that the more they use the products the more ways they think of to put them to use. The Idaho implementation has been no exception. Some of the districts who purchased the courseware prior to the state contract have led the way in creative applications,

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
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but as other districts gain in experience, they are catching up. Some of the many uses for which Idaho schools are using the courseware include remediation of course work; ISAT remediation for the graduation test; use in before, during, and after school labs; a credit recovery process for struggling students; a core element of an alternate graduation mechanism; enrichment of class work; and acceleration for advanced students.

An initial requirement of the contract was that I-PLN be aligned to Idaho standards. This alignment has supported the courseware in all of its uses associated with ISAT and graduation. However, this alignment is not static. Plato uses another of its products and a core of professional staff to regularly analyze alignment status and make necessary adjustments. The current restructuring of Idaho standards will take full advantage of this alignment capability.

With the changes in high school requirements now being discussed, some are beginning to discuss how the courseware can assist in moving students through the requirements by providing additional support. As more schools move into a second year of "needs improvement" status for AYP, there has been increased interest in making I-PLN a part of the supplemental services required to be provided to students in those schools.

Districts and individual teachers are reporting success with their students, and some districts have been pleased enough with I-PLN that they are purchasing additional PLATO products to enhance their efforts to serve their students.

STAFF COMMENTS AND RECOMMENDATIONS

PLATO is being effectively used by the districts and districts are creatively using the courseware to support and enhance student learning.

BOARD ACTION

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

Idaho State Board of Education



Idaho PLATO Learning Network (I-PLN)

Saundra DeKlotz
Federal Programs Manager
Office of the State Board of Education

Dave McMullen
Account Manager

Dave Lanz
Idaho Senior Project Manager



The First Year . . .



I-PLN Mission



- To provide Idaho students in all grades with computer-based curriculum and objective-level mastery assessments designed to help improve ISAT scores and promote student academic growth

2004-05 Progress



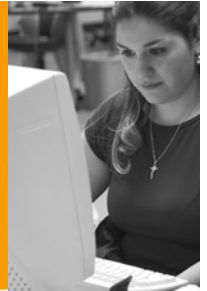
- Over 550 schools set up this year
- At least 126,000 student hours working in I-PLN
- Over 18,000 students have completed work representing nearly 10% of Idaho student pop.
- Over 200 on-site days of professional development delivered last year. Will deliver approximately 170 this year.
- Flexibility for School Districts
 - Web-based
 - LAN-based
 - Client hosted

Reaching “Out of the Box”

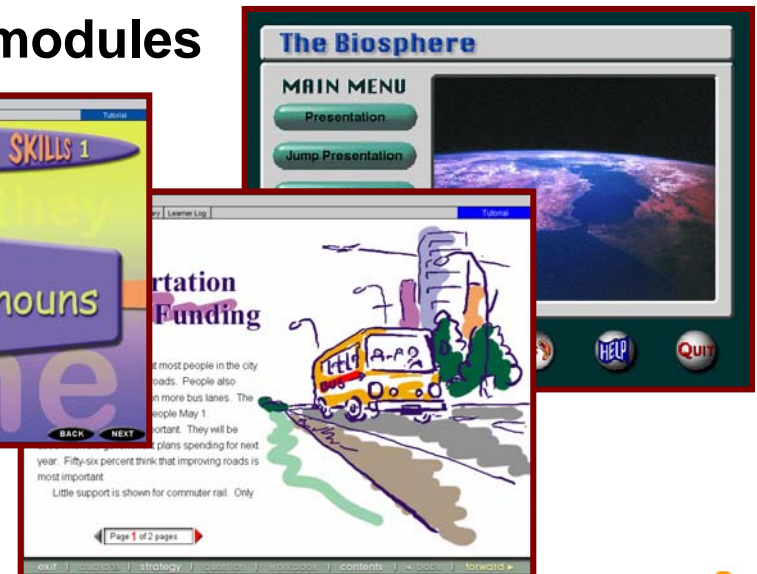
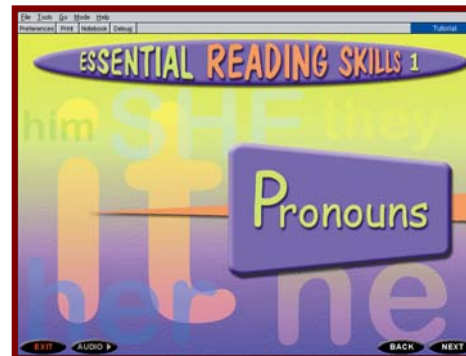


- 9 Prison educational facilities
- 26 Charter Schools
- NW Children’s Home facilities
- Idaho Youth Ranch facilities
- Colleges of Education
- 21st Century Learning Centers
- COSSA (Canyon-Owyhee School Service Org.)
- Idaho School for the Deaf and the Blind
- Juvenile Detention Centers

Implementation Enhancements



- I-PLN Web Page: www.plato.com/i-pln.asp
- I-PLN Training Kit: course syllabi, CDs, handbooks, etc.
- College Credit Offerings: Graduate or Undergraduate
- On-line training WebCasts and modules
- Data import tools
- I-PLN Newsletter

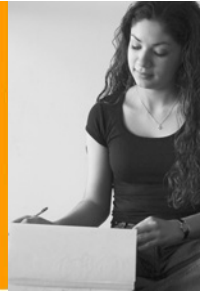


Teacher Feedback



- “It’s just too valuable to schools and their students . . . Teachers love it.” --Meridian SD
- “I know that they are learning because I see them using the skills being taught in other classes.” –Mountain Home SD
- “I-PLN is not only an ISAT remediation tool; it is also a proactive skill enhancer” --Moscow SD

Meeting Special Needs



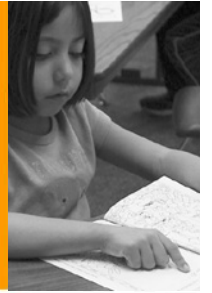
- Middleton SD reports successful utilization of I-PLN, “with LEP, Title 1, Special-Education . . . remediation, acceleration . . .credit recovery and ISAT intervention.”
- Council SD superintendent reports 60% decrease in the number of students in need of summer school remediation. (2003-04 to 2004-05 school years)

Meeting Special Needs



- Jerome SD reported impressive ISAT gains in a group of approximately 100 at-risk students—9-22 points!
- “My special education students . . . saw a large growth in their (ISAT) scores . . 7 to 22 points growth.” --Mountain Home SD
- “We did have one Special Ed student that jumped 37 points.” --Butte County SD

High School Graduation



- “I have no doubt that several students would not have graduated last year if it were not for PLATO . . . The program has really helped!” --Superintendent Nelson, Valley SD
- Post Falls SD used I-PLN to help “a class of 30 students that were not going to graduate based on not passing the math ISAT.”

Remediation & Intervention



- Soda Springs SD resource room teacher says, “it is a very useful tool to provide individualization needed for students . . . One student raised his **math** ISAT score by 25 points.”
- “We have found I-PLN to be an important part of our **reading** program . . . focusing instruction on specific areas for individual students.” --Arbon SD

Acceleration



- “Parents of advanced students were the first to eagerly request access to IPLN from home. So far it seems to be an effective way to meet the needs of this group of students.”
 - Camille Woods, Idaho Falls School District

Limited English Proficiency



- “We had 100 percent of our ESL population in one of our middle schools using PLATO on a daily basis.”
 - Doris Matthews, Nampa SD

Systemic Change



- “Our focus this year is *Differentiation*, so PLATO fits in very well.” --Madison SD
- “We look forward to using the program more next year and seeing the ISAT results we know it can offer.” --Meridian SD
- “This is great!” --Highland SD

Systemic Change

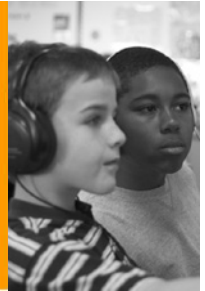


- “We have built our alternative graduation mechanism around IPLN and have also purchased additional curriculum (Science and Social Studies) for credit recovery courses. We also plan to use IPLN for home bound students.” --Camille Woods, Idaho Falls School District

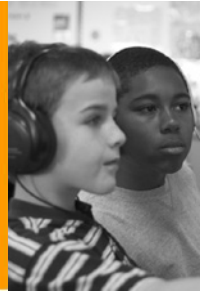
Data Driven



- How will we identify issues and adapt to increase effectiveness?
 - Feedback
 - PLATO Research Project
 - Independent Research



- ***“I use the PLATO I-PLN software to demonstrate concepts on the Smart Board, or for small and large-group work. It’s Awesome! Every student’s engaged!”***
- ***Suzanne Pace, Jefferson County Joint SD 251***



- ***“They (the students) enjoy it and are fully motivated and engaged.”***

- ***Andree Scown, Superintendent Pleasant
Valley School District #364***

Idaho State Board of Education



Idaho PLATO
Learning Network



PLATO[®] 
LEARNING

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 16-17, 2005

SUBJECT

Additional Yearly Growth (AYG) and Distinguished Schools Rewards

APPLICABLE STATUTE, RULE, OR POLICY

Rules Governing Thoroughness, IDAPA 08.02.03, Subsection 113

BACKGROUND

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

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

DISCUSSION

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

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the State Board of Education recognize those schools identified for the Distinguished Schools and Additional Yearly Growth (AYG) rewards as presented at the October 2005 State Board of Education meeting.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

113. REWARDS.

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

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Distinguished School Award

Distinguished Schools are determined by the extent to which they "closed the achievement gap" between a majority population and a special population or an ethnic/racial minority. For example, the largest gap was closed by St. Maries Middle School by reducing by 22.16% the difference in the percent of proficient students who are economically disadvantaged versus those students that are not economically disadvantaged. The number was calculated through the following formula:

Step 1: $\text{Group B (2004)} - \text{Group A (2004)} = \text{Difference 1}$

Step 2: $\text{Group B (2005)}^1 - \text{Group A (2005)} = \text{Difference 2}$

Step 3: $\text{Difference 2} - \text{Difference 1} = \% \text{ reduction in gap of proficient students.}$

Step 4: All schools are ranked by the percent reduction and the top 5% of the eligible schools are selected as Distinguished Schools.

Where Group A = % of proficient students in a subgroup² (economically disadvantaged, special education, Hispanic, etc.)

Where Group B = % of proficient students in the majority group (non-economically disadvantaged, non-special education, White, etc.)

The schools highlighted on each list were selected as Distinguished Schools. The schools listed below those highlighted were all the schools eligible for the Distinguished Schools award.

¹ In order to be eligible, both groups must have made progress in the percent of proficient students. Schools that had a drop in the percent of proficient students in the majority group (Group B) were not considered even though there may have been a reduction in the gap.

² FRL = economically disadvantaged

Sped = students with disabilities (eligible for special education)

LEP = Limited English Proficient

White or Hispanic designates the ethnic/racial coding

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Distinguished Schools (Math)- Spring 2005

DistId	District Name	School Name	Test	Group A	Group B	Compare A & B
				Category	Category	Diff Percent between A & B
411	Twin Falls District	Oregon Trail Elementary School	M	Hispanic	White	24.47
411	Twin Falls District	Oregon Trail Elementary School	M	FRL	NonFRL	22.9
Schools eligible but not selected for the Distinguished School Award:						
414	Kimberly School District	Kimberly Middle School	M	FRL	NonFRL	19.68
321	Madison District	Lincoln Elementary School	M	FRL	NonFRL	17.54
232	Wendell District	Wendell Elementary School	M	Hispanic	White	17.41
232	Wendell District	Wendell Elementary School	M	LEP	NonLEP	12.12
001	Independent District of Boise City	Fairmont Junior High School	M	Hispanic	White	11.35
431	Weiser District	Weiser Middle School	M	Hispanic	White	11.32
431	Weiser District	Weiser Middle School	M	FRL	NonFRL	10.63
131	Nampa School District	South Middle School	M	FRL	NonFRL	10.09
431	Weiser District	Weiser Middle School	M	LEP	NonLEP	9.22
393	Wallace District	Wallace Junior-Senior High School	M	FRL	NonFRL	9.14
201	Preston Joint District	Preston Junior High School	M	FRL	NonFRL	9.08
131	Nampa School District	South Middle School	M	LEP	NonLEP	8.59
131	Nampa School District	South Middle School	M	Hispanic	White	8.58
093	Bonneville Joint District	Falls Valley Elementary School	M	FRL	NonFRL	8.56
001	Independent District of Boise City	East Junior High School	M	FRL	NonFRL	7.72
001	Independent District of Boise City	Koelsch Elementary School	M	FRL	NonFRL	7.22
285	Potlatch District	Potlatch Elementary School	M	FRL	NonFRL	7.19
091	Idaho Falls District	Linden Park Elementary School	M	FRL	NonFRL	6.95
271	Coeur d'Alene District	Winton Elementary School	M	FRL	NonFRL	6.49
131	Nampa School District	South Middle School	M	Sped	NonSped	6.23
242	Cottonwood Joint District	Prairie Middle School	M	FRL	NonFRL	5.97
372	New Plymouth District	New Plymouth Middle School	M	FRL	NonFRL	5.08
052	Snake River District	Snake River Junior High School	M	Hispanic	White	4.97
003	Kuna Joint District	Ross Elementary School	M	FRL	NonFRL	4.47
091	Idaho Falls District	Edgemont Gardens Elementary School	M	FRL	NonFRL	4.36
093	Bonneville Joint District	Ammon Elementary School	M	FRL	NonFRL	4.24
021	Marsh Valley Joint District	Marsh Valley High School	M	FRL	NonFRL	3.9
391	Kellogg Joint District	Kellogg Middle School	M	FRL	NonFRL	3.08
041	St. Maries Joint District	Heyburn Elementary School	M	FRL	NonFRL	2.62
002	Meridian Joint District	Lowell Scott Middle School	M	Sped	NonSped	2.44
291	Salmon District	Brooklyn Intermediate School	M	FRL	NonFRL	2.21
002	Meridian Joint District	Lowell Scott Middle School	M	FRL	NonFRL	1.75
251	Jefferson County Joint District	Jefferson Elementary School	M	FRL	NonFRL	1.17
321	Madison District	Union-Lyman Elementary School	M	FRL	NonFRL	1.07
131	Nampa School District	Owyhee Elementary School	M	Hispanic	White	0.61
041	St. Maries Joint District	St. Maries Middle School	M	FRL	NonFRL	0.43
101	Boundary County District	Boundary County Junior High School	M	FRL	NonFRL	0.28

Distinguished Schools (Reading)- Spring 2005

DistId	District Name	School Name	Test	Group A	Group B	Compare A & B
				Category	Category	Diff Percent between A & B
041	St. Maries Joint District	St. Maries Middle School	R	FRL	NonFRL	22.16
351	Oneida County District	Malad Middle School	R	FRL	NonFRL	19.67
	Schools eligible but not selected for the Distinguished School Award:					
131	Nampa School District	South Middle School	R	Sped	NonSped	17.72
052	Snake River District	Snake River Junior High School	R	FRL	NonFRL	17.71
272	Lakeland Joint District	Lakeland Senior High School	R	FRL	NonFRL	17.25
291	Salmon District	Brooklyn Intermediate School	R	FRL	NonFRL	17.22
271	Coeur d'Alene District	Coeur d'Alene High School	R	FRL	NonFRL	16.24
052	Snake River District	Snake River Junior High School	R	Hispanic	White	15.38
215	Fremont County Joint District	South Fremont High School	R	FRL	NonFRL	15.17
052	Snake River District	Riverside Elementary School	R	FRL	NonFRL	14.26
288	Whitepine Joint District	Deary School	R	FRL	NonFRL	14.25
201	Preston Joint District	Preston Junior High School	R	FRL	NonFRL	12.65
431	Weiser District	Weiser Middle School	R	FRL	NonFRL	10.82
052	Snake River District	Riverside Elementary School	R	Hispanic	White	10.64
251	Jefferson County Joint District	Rigby Senior High School	R	FRL	NonFRL	10.04
052	Snake River District	Riverside Elementary School	R	LEP	NonLEP	9.6
321	Madison District	Lincoln Elementary School	R	FRL	NonFRL	9.27
373	Fruitland District	Fruitland Elementary School	R	FRL	NonFRL	9.14
272	Lakeland Joint District	John Brown Elementary School	R	FRL	NonFRL	8.28
131	Nampa School District	South Middle School	R	FRL	NonFRL	8.05
131	Nampa School District	South Middle School	R	LEP	NonLEP	8.02
025	Pocatello District	Edahow Elementary School	R	FRL	NonFRL	7.74
131	Nampa School District	South Middle School	R	Hispanic	White	5.61
025	Pocatello District	Highland High School	R	FRL	NonFRL	5.35
136	Melba Joint District	Melba Middle School	R	FRL	NonFRL	5.28
002	Meridian Joint District	Lake Hazel Middle School	R	Sped	NonSped	4.71
321	Madison District	Adams Elementary School	R	FRL	NonFRL	4.17
091	Idaho Falls District	Edgemont Gardens Elementary School	R	FRL	NonFRL	4.17
372	New Plymouth District	New Plymouth Middle School	R	FRL	NonFRL	3.99
001	Independent District of Boise City	North Junior High School	R	FRL	NonFRL	3.67
001	Independent District of Boise City	East Junior High School	R	FRL	NonFRL	3.21
021	Marsh Valley Joint District	Marsh Valley High School	R	FRL	NonFRL	2.9
391	Kellogg Joint District	Pinehurst Elementary School	R	FRL	NonFRL	2.85
431	Weiser District	Weiser Middle School	R	LEP	NonLEP	2.36
431	Weiser District	Weiser Middle School	R	Hispanic	White	2.26
321	Madison District	Union-Lyman Elementary School	R	FRL	NonFRL	2.26
131	Nampa School District	Owyhee Elementary School	R	FRL	NonFRL	1.91
373	Fruitland District	Fruitland Elementary School	R	Hispanic	White	1.51
413	Filer District	Filer Middle School	R	FRL	NonFRL	1.09
061	Blaine County District	Carey Public School	R	FRL	NonFRL	0.92
271	Coeur d'Alene District	Hayden Meadows Elementary School	R	FRL	NonFRL	0.9
391	Kellogg Joint District	Kellogg Middle School	R	FRL	NonFRL	0.82
340	Lewiston Independent District	Lewiston Senior High School	R	FRL	NonFRL	0.63
271	Coeur d'Alene District	Winton Elementary School	R	FRL	NonFRL	0.6
091	Idaho Falls District	Fox Hollow Elementary School	R	FRL	NonFRL	0.53
002	Meridian Joint District	Crossroads Middle School	R	FRL	NonFRL	0.11

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Additional Yearly Growth (AYG) Award

The AYG Award is earned by schools that have increased the percent of proficient students in any given subgroup by 10% or more from 2004 to 2005. Sixty-six schools are listed for the AYG Award in Math and 61 are listed for the AYG Award in Reading. The schools are sorted by district name and the percent of proficiency increase can be found in the far right hand column labeled "Diff Percent." The specific group that increased the percent of proficiency is listed in the column labeled "category."¹

Schools highlighted are those that have earned the AYG Award for the second consecutive year.

¹ FRL = economically disadvantaged
Sped = students with disabilities (eligible for special education)
LEP = Limited English Proficient
White or Hispanic designates the ethnic/racial coding

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Additional Yearly Growth Award - Math

Spring 2005

Distld	District Name	School Name	Test	Category	Diff Percent
093	Bonneville Joint District	Falls Valley Elementary School	M	FRL	12.21
101	Boundary County District	Boundary County Junior High School	M	FRL	12.25
101	Boundary County District	Boundary County Junior High School	M	White	10.61
111	Butte County Joint District	Butte County Middle School	M	FRL	11.38
271	Coeur d'Alene District	Coeur d'Alene High School	M	FRL	17.2
242	Cottonwood Joint District	Prairie Middle School	M	FRL	20.5
242	Cottonwood Joint District	Prairie Middle School	M	White	17.43
059	Firth District	Firth Middle School	M	FRL	11.31
415	Hansen District	Hansen Junior-Senior High School	M	White	14.68
415	Hansen District	Hansen Junior-Senior High School	M	FRL	10.3
091	Idaho Falls District	Clair E. Gale Junior High School	M	Hispanic	19.23
091	Idaho Falls District	Clair E. Gale Junior High School	M	FRL	14.88
091	Idaho Falls District	Clair E. Gale Junior High School	M	Sped	12.96
091	Idaho Falls District	Hawthorne Elementary School	M	FRL	11.6
001	Independent District of Boise City	Fairmont Junior High School	M	Hispanic	23.32
001	Independent District of Boise City	Fairmont Junior High School	M	FRL	18.28
001	Independent District of Boise City	East Junior High School	M	FRL	15.14
001	Independent District of Boise City	Koelsch Elementary School	M	FRL	14.19
001	Independent District of Boise City	Hillside Junior High School	M	FRL	13.86
001	Independent District of Boise City	Pierce Park Elementary School	M	White	12.74
001	Independent District of Boise City	Fairmont Junior High School	M	White	11.97
001	Independent District of Boise City	Fairmont Junior High School	M	Sped	11.11
001	Independent District of Boise City	East Junior High School	M	White	10.13
251	Jefferson County Joint District	Rigby Junior High School	M	FRL	11.71
391	Kellogg Joint District	Kellogg High School	M	White	12.8
414	Kimberly School District	Kimberly Middle School	M	FRL	22.79
084	Lake Pend Oreille School District	Sandpoint Charter School	M	White	16.48
321	Madison District	Lincoln Elementary School	M	FRL	25
321	Madison District	Union-Lyman Elementary School	M	FRL	14.01
321	Madison District	Lincoln Elementary School	M	White	13.16
321	Madison District	Union-Lyman Elementary School	M	White	12.52
021	Marsh Valley Joint District	Marsh Valley High School	M	FRL	12.5
021	Marsh Valley Joint District	Marsh Valley High School	M	White	10.29
421	McCall-Donnelly Joint District	Payette Lakes Middle School	M	White	11.73
136	Melba Joint District	Melba Middle School	M	White	16.02
136	Melba Joint District	Melba Middle School	M	FRL	14.84
002	Meridian Joint District	Crossroads Middle School	M	White	12.97
002	Meridian Joint District	Crossroads Middle School	M	FRL	11.86
134	Middleton District	Middleton Mill Creek Elementary School	M	FRL	11.43
331	Minidoka County Joint District	Heyburn Elementary School	M	Hispanic	14.29
281	Moscow District	Moscow Junior High School	M	Sped	11.01
131	Nampa School District	South Middle School	M	Hispanic	17.14
131	Nampa School District	South Middle School	M	Sped	16.81
131	Nampa School District	South Middle School	M	LEP	15.77
131	Nampa School District	South Middle School	M	FRL	15.59
372	New Plymouth District	New Plymouth High School	M	White	18.96
372	New Plymouth District	New Plymouth Middle School	M	FRL	13.7
372	New Plymouth District	New Plymouth Middle School	M	White	10.77
135	Notus School District	Notus Junior-Senior High School	M	FRL	18.33
135	Notus School District	Notus Junior-Senior High School	M	White	17.5
351	Oneida County District	Malad Middle School	M	FRL	15.63
285	Potlatch District	Potlatch Elementary School	M	FRL	13.42
201	Preston Joint District	Preston Junior High School	M	FRL	12.63

052	Snake River District	Snake River Junior High School	M	FRL	17.3
150	Soda Springs Joint District	Soda Springs High School	M	White	13.46
041	St. Maries Joint District	Upriver Elementary-Junior High School	M	FRL	15.08
041	St. Maries Joint District	Upriver Elementary-Junior High School	M	White	12.66
411	Twin Falls District	Oregon Trail Elementary School	M	Hispanic	29.15
411	Twin Falls District	Oregon Trail Elementary School	M	FRL	22.97
393	Wallace District	Wallace Junior-Senior High School	M	FRL	14.55
431	Weiser District	Weiser Middle School	M	Hispanic	16.51
431	Weiser District	Weiser Middle School	M	LEP	14.77
431	Weiser District	Weiser Middle School	M	FRL	13.18
232	Wendell District	Wendell Elementary School	M	Hispanic	25.37
232	Wendell District	Wendell Elementary School	M	LEP	23.6
232	Wendell District	Wendell Elementary School	M	FRL	17.77

Additional Yearly Growth Award - Reading

Spring 2005

DistId	District Name	School Name	Test	Category	Diff Percent
093	Bonneville Joint District	Bonneville High School	R	FRL	12.51
093	Bonneville Joint District	Cloverdale Elementary School	R	FRL	10.54
101	Boundary County District	Boundary County Junior High School	R	FRL	16.16
111	Butte County Joint District	Butte County Middle School	R	FRL	17.34
121	Camas County District	Camas County Elementary-Junior High Sch	R	White	10.94
151	Cassia County Joint District	Raft River Junior-Senior High School	R	FRL	19.28
151	Cassia County Joint District	Raft River Junior-Senior High School	R	White	11.63
271	Coeur d'Alene District	Coeur d'Alene High School	R	FRL	22.96
242	Cottonwood Joint District	Prairie Middle School	R	FRL	14.35
013	Council District	Council Junior-Senior High School	R	FRL	18.7
059	Firth District	Firth High School	R	White	19.9
215	Fremont County Joint District	South Fremont High School	R	FRL	23.26
215	Fremont County Joint District	South Fremont High School	R	White	14.21
373	Fruitland District	Fruitland Elementary School	R	FRL	11.99
370	Homedale Joint District	Homedale Elementary School	R	Hispanic	18.85
091	Idaho Falls District	Hawthorne Elementary School	R	FRL	16.95
091	Idaho Falls District	Linden Park Elementary School	R	FRL	13.97
091	Idaho Falls District	Clair E. Gale Junior High School	R	Hispanic	13.52
091	Idaho Falls District	Clair E. Gale Junior High School	R	FRL	12.95
091	Idaho Falls District	Clair E. Gale Junior High School	R	Sped	10.82
091	Idaho Falls District	Hawthorne Elementary School	R	White	10.82
001	Independent District of Boise City	Fairmont Junior High School	R	Sped	17.72
001	Independent District of Boise City	Boise Senior High School	R	FRL	11.76
251	Jefferson County Joint District	Rigby Senior High School	R	FRL	14.65
391	Kellogg Joint District	Kellogg High School	R	White	10.38
414	Kimberly School District	Kimberly High School	R	White	10.85
272	Lakeland Joint District	Lakeland Senior High School	R	FRL	20.83
321	Madison District	Union-Lyman Elementary School	R	FRL	12.95
321	Madison District	Lincoln Elementary School	R	FRL	11.75
321	Madison District	Union-Lyman Elementary School	R	White	10.95
021	Marsh Valley Joint District	Marsh Valley High School	R	FRL	17.5
021	Marsh Valley Joint District	Marsh Valley High School	R	White	16.09
136	Melba Joint District	Melba High School	R	White	24.78
281	Moscow District	Moscow Junior High School	R	Sped	15.18
131	Nampa School District	South Middle School	R	Sped	22.25
372	New Plymouth District	New Plymouth High School	R	White	10.74
372	New Plymouth District	New Plymouth Middle School	R	FRL	10.04
135	Notus School District	Notus Junior-Senior High School	R	FRL	22.92
351	Oneida County District	Malad Middle School	R	FRL	23.96
351	Oneida County District	Malad Middle School	R	White	11.59
025	Pocatello District	Highland High School	R	FRL	13.16
025	Pocatello District	Pocatello Community Charter School	R	White	10.64
201	Preston Joint District	Preston Junior High School	R	FRL	15.63
316	Richfield District	Richfield School	R	FRL	16.33
252	Ririe Joint District	Ririe High School	R	White	19.34
291	Salmon District	Brooklyn Intermediate School	R	FRL	17.54
052	Snake River District	Snake River High School	R	FRL	30.79
052	Snake River District	Snake River Junior High School	R	Hispanic	21.18
052	Snake River District	Snake River Junior High School	R	FRL	18.67
052	Snake River District	Riverside Elementary School	R	Hispanic	17.07
052	Snake River District	Riverside Elementary School	R	LEP	16.76
052	Snake River District	Riverside Elementary School	R	FRL	15.39
150	Soda Springs Joint District	Soda Springs High School	R	White	14.59

041	St. Maries Joint District	St. Maries Middle School	R	FRL	24.97
041	St. Maries Joint District	Upriver Elementary-Junior High School	R	FRL	10.62
431	Weiser District	Weiser Middle School	R	FRL	12.72
232	Wendell District	Wendell Elementary School	R	LEP	11.29
232	Wendell District	Wendell Elementary School	R	Hispanic	11.03
232	Wendell District	Wendell Elementary School	R	FRL	10.29
202	West Side Joint District	Harold B. Lee Middle School	R	FRL	13.26
288	Whitepine Joint District	Deary School	R	FRL	14.86

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SUBJECT

Review of the proposed legislation to codify the Idaho Career Information System (CIS).

APPLICABLE STATUTE, RULE, OR POLICY

Executive Order No. 2002-02. Comprehensive Computer-Based Career Information

BACKGROUND

CIS is administratively housed within The Division of Professional-Technical Education (PTE) but is governed by a separate Board. Typically any legislation with which PTE is involved would be passed through the State Board of Education. Given that CIS is governed by a separate board any one of the agencies that are represented on the board could carry the legislation. In this instance the Department of Commerce and Labor is doing so. This purpose of this agenda item is to inform the State Board of Education of the legislation.

DISCUSSION

The Idaho Career Information System has operated continuously under Executive Orders since 1980 as a cooperative venture between the Idaho Department of Commerce and Labor, the Idaho State Board of Education, the Idaho Division of Vocational Rehabilitation, the Office of the Governor, and the Division of Professional Technical Education. The purpose of the Idaho Career Information System is to provide information to the residents of Idaho that helps them become aware of the world of work, understand the link between education and work and make successful career decisions. Last year the Idaho Career Information System served over 114,000 citizens. The primary users of the products and services provided by the Idaho Career Information System include 91% of secondary schools, colleges and universities, Idaho Commerce and Labor local offices, Vocational Rehabilitation local offices, and correctional facilities.

This legislation would establish the Idaho Career Information System in Idaho Code and more clearly define its governing structure. Codifying the Idaho Career Information System recognizes the value of career related information to Idaho citizens and eliminates the necessity of issuing an Executive Order every four years.

This legislation has an emergency clause because the Idaho Career Information System is currently operating under Executive Order No. 2002-02 and it will expire on April 21, 2006.

IMPACT

The Idaho Career Information System is currently included in the appropriated budget for the Division of Professional Technical Education. Approval of this

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legislation will have no fiscal impact on the State General Fund or other dedicated funding sources.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that CIS proceed with this legislative action to more clearly define its governance structure and to create CIS in Idaho Code.

BOARD ACTION

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

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AN ACT

RELATING TO THE IDAHO CAREER INFORMATION SYSTEM; AMENDING CHAPTER 22, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-2213, IDAHO CODE, TO ESTABLISH THE IDAHO CAREER INFORMATION SYSTEM, THE CAREER INFORMATION SYSTEM BOARD, THE CAREER INFORMATION SYSTEM ADVISORY BOARD, AND TO PROVIDE THE GOVERNING STRUCTURE FOR THE IDAHO CAREER INFORMATION SYSTEM; AND DECLARING AN EMERGENCY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Chapter 22, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-2213, Idaho Code, and to read as follows:

33-2213. Idaho career information system. (1) The state of Idaho recognizes that career information is critical in helping people make successful career decisions, understand the link between educational preparation and work, explore education and career alternatives, and successfully seek work. Therefore, the Idaho career information system is hereby established to deliver current and accurate occupational, educational and related career information to the residents of Idaho. The Idaho career information system shall be responsible for carrying out the duties imposed by 20 U.S.C. 2328(b) of the Carl D. Perkins vocational and applied technology education amendments of 1998, as amended.

(2) The Idaho career information system shall be governed by the career information system board which is hereby established and shall be the successor to the state occupational information coordinating committee. The career information system board shall consist of one (1) member from the division of professional-technical education, one (1) member from the office of the state board of education, one (1) member from the division of vocational rehabilitation, one (1) member from the office of the governor representing workforce development issues, one (1) member from the department of education, and two (2) members from the department of commerce and labor with one (1) of those members representing the division of commerce and the other member representing the department's labor programs. The administrative head of each of the entities represented on the board, or the administrative heads' designees, shall serve as the acting member on the board. The career information system board shall adopt bylaws to govern its internal organization.

(3) The career information system board shall appoint a career information system advisory board which shall consist of a maximum of nineteen (19) members who represent organizations and groups who use Idaho career information system products and services. The career information system advisory board shall make recommendations to the career information system board regarding policies, procedures, and use of the Idaho career information system.

(4) The career information system board shall appoint a nonclassified executive director who shall serve at the pleasure of the board. The executive director shall be the administrative head of the Idaho career information system and shall serve as the

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executive secretary for the career information system advisory board. The executive director may hire nonclassified employees to fill positions within the Idaho career information system office. The state entities that are represented on the career information system board established in subsection (2) of this section shall enter into a joint exercise of powers agreement pursuant to section 67-2328, Idaho Code, which shall authorize one of the state entities to serve as the administrative agent for the Idaho career information system. The administrative agent shall provide purchasing, accounting, legal, personnel and other administrative services to the Idaho career information system, which shall be governed by the administrative policies of the administrative agent. The joint exercise of powers agreement shall also authorize one of the state entities to serve as the fiscal agent for the Idaho career information system. The fiscal agent shall be responsible for all grants and fees obtained by the Idaho career information system and the career information system board. The entity or entities authorized by the joint exercise of powers agreement to serve as the administrative agent and the fiscal agent for the Idaho career information system are hereby authorized to perform those functions.

SECTION 2. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after its passage and approval.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

State of Idaho - Executive Order Comprehensive Computer-Based Career Information

T H E O F F I C E O F T H E G O V E R N O R
EXECUTIVE DEPARTMENT
STATE OF IDAHO
BOISE
EXECUTIVE ORDER NO. 2002-02
DESIGNATION OF THE STATE ENTITY RESPONSIBLE FOR DEVELOPING AND
DELIVERING COMPREHENSIVE COMPUTER-BASED CAREER INFORMATION

WHEREAS, D. Perkins Vocational and Applied Technology Education Amendments of 1998, P.L. 105-800 mandates that the Idaho Division of Vocational Education and the Governor of the State of Idaho shall jointly designate an entity in the state to:

Provide support for career guidance and academic counseling programs designed to promote improved career and educational decision-making by individuals, especially in areas of career information delivery;
Make information and planning resources available to students, parents, teachers, and administrators that relate educational preparation to career goals;
Provide information to assist students and parents with career exploration, educational opportunities, and educational financing;

Improve coordination and communication to ensure nonduplication of efforts and shared information;
Provide a means for customers to provide comments and feedback on products and services to better meet customer requirements;
and

WHEREAS, the Idaho State Occupational Information Coordinating Committee has provided oversight and management of the Idaho Career Information System in delivering current and accurate occupational, educational and related career information to the residents of Idaho; and

WHEREAS, career information is critical in helping people make successful career decisions, understand the link between educational preparation and work, explore education and career alternatives, and successfully seek work.

NOW, THEREFORE, I, DIRK KEMPTHORNE, Governor of the State of Idaho, by the authority vested in me under the Constitution and laws of the State of Idaho, do hereby designate the Idaho State Occupational Information Coordinating Committee consisting of representatives from the Idaho Division of Vocational Education, the Idaho Department of Commerce, the Idaho Department of Labor, the Office of the State Board of Education, the Idaho Division of Vocational Rehabilitation, and the Workforce Development Council as the entity responsible for oversight and management of Idaho's

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comprehensive, computer-based system of career information known
as the Idaho Career Information System.

IN WITNESS WHEREOF, I have hereunto set my hand and caused
to be affixed the Great Seal of the State of Idaho at the Capitol in Boise on
this twenty-second day of April in the year of our Lord two thousand and two,
and of the Independence of the United States of America the two hundred
twenty-fifth and of the Statehood of Idaho the one hundred eleventh.

DIRK KEMPTHORNE
GOVERNOR

PETE T. CENARRUSA
SECRETARY OF STATE
(printable PDF file)
Executive Order Archives

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SRBA Agreement
NGA Long Term Care Initiative
Final Four Govs Recommendations
Budget Crisis
School Facilities Report
Pledge of Allegiance Law Suit
Grizzly Bear Law Suit
Salmon Recovery Strategy
Roadless Rule Letter

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SUBJECT

Proposed Rule – IDAPA 08.02.03, Rules Governing Thoroughness, Rewards

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Section 113. The No Child Left Behind Act requires that states give some type of recognition to schools in addition to making Adequate Yearly Progress determinations. In 2003, the State Board of Education approved the two rewards outlined in section 113. Subsequently, greater clarification of the rewards was added to the rule to more clearly differentiate the two awards.

DISCUSSION

It is proposed that section 113 in IDAPA 08.02.03 be amended to formally give the responsibility of calculating rewards to the State Department of Education.

The State Department of Education currently makes all the calculations for the Adequate Yearly Progress (AYP) and can use the same data to calculate the rewards. The State Department of Education follows the guidelines in the State Accountability Plan to calculate AYP and would continue to use the guidelines set up by the State Board of Education to calculate the rewards.

IMPACT

The State Board of Education has contracted with the State Department of Education this year to create an automated system for calculating the award categories. This automated system will require less staff time, but this is an additional assignment for the State Department of Education.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends Board approval of the proposed amendments.

BOARD ACTION

A motion to approve the proposed amendment to IDAPA 08.02.03, Rules Governing Thoroughness, Rewards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

113. REWARDS.

01. Distinguished Schools. ~~The State Board of Education~~ A school may be recognized as a “Distinguished Schools” if it is in the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and if it has significantly reduced the gaps between subgroups listed in Subsection 112.03.d. of this rule. (____)

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

03. Determination by State Department of Education. The State Department of Education will determine the schools eligible for the Distinguished School and AYG awards each year based upon the criteria outlined in Subsections 113.01 and 02. The State Department of Education will present the schools to be recognized to the State Board of Education no later than the annual October Board Meeting. (____)

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

SUBJECT

Rule Waiver of Administration of the Direct Math Assessment

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02 Section 001 and IDAPA 08.02.03, Section 111

BACKGROUND

The Direct Math Assessment (DMA) was developed almost 12 years ago in response to a request from teachers to have a test students would be able to show their work. The DMA is an extended response test where students are given five mathematical problems. The students must answer the first question and can select three of the remaining four questions. Each problem has several sections. Students are scored on the process by which they reached the final answer, not simply if they get the right answer. The test is scored on a four-point, holistic scoring rubric (1= below basic, 2=basic, 3=proficient, 4=advanced). A score of 3 or above indicates the student is at grade level. Students are given 60 minutes to take the test. The DMA is given once a year. In 2005, the DMA will be given on November 29.

DISCUSSION

The Boise School District submitted a letter (Attachment 1) to the State Board of Education requesting a waiver from administering the Direct Math Assessment (DMA) beginning with the 2005-2006 school year. The Boise School District has stated the reasons for requesting the waiver:

- the results are delivered too slowly;
- there is no feedback on the score the student received therefore making it difficult to target the instruction for a student who scored low;
- the scoring rubrics have changed several times making it difficult to know what is the target;
- scoring is inconsistent; and
- teachers are focused on improving instruction through the state accountability plan utilizing the Idaho Standards Achievement Tests (ISAT) and the Boise School District end of course assessments.

IMPACT

The DMA is part of the state assessment plan and is outlined in IDAPA 08.02.03 Section 111.06 and is to be administered to all Idaho students in grades 4, 6, and 8. The loss of the data for one of the largest school districts in the state will compromise the data that is reported for the state performance. In addition, the DMA has been a tool to encourage teachers to spend more class time teaching the skills of mathematics to students instead of just focusing on arithmetic.

The DMA is not part of the accountability plan to meet the federal "No Child Left Behind" Act. The administration of the DMA is not required under federal or state law.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
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STAFF COMMENTS AND RECOMMENDATIONS

Board staff does not recommend that the Board approve a rule waiver for a specific district. Staff instead recommends that the Board consider the rule and whether the DMA is still an integral part of the state assessment plan.

BOARD ACTION

A motion to deny the Boise School District rule waiver request for administering the Direct Writing Assessment beginning with the 2005-2006 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
OCTOBER 16-17, 2005

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

001.WAIVERS. The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations. (4-1-97)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State Achievement Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (4-6-05)

- a. Kindergarten - Idaho Reading Indicator. (3-15-02)
- b. Grade 1 - Idaho Reading Indicator. (3-15-02)
- c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests. (3-20-04)
- d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests. (3-20-04)
- e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests. (3-20-04)
- f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests. (3-20-04)
- g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests. (3-20-04)
- h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests. (3-20-04)
- i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests. (3-20-04)
- j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests. (3-20-04)
- k. Grade 10 - High School Idaho Standards Achievement Tests. (3-20-04)
- l. *Students who achieve a proficient or advanced score on a portion or portions of the ISAT offered in the Spring of their tenth grade year or later are not required to continue taking that portion or portions. (3-20-04)

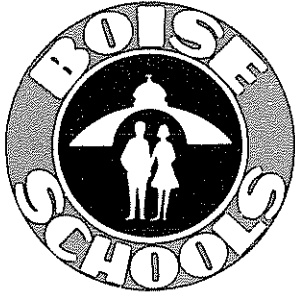
07. Comprehensive Assessment Program Schedule. (5-3-03)

- a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)
- b. The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)
- c. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)
- d. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state:(4-1-97)

- a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)
- b. Statewide distribution of all assessment materials; (3-15-02)
- c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)
- d. Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)

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The Independent School District of Boise City

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Dr. Stan Olson

■ Superintendent

September 18, 2005

Mr. Rod Lewis, Chairman
Idaho State Board of Education
Len B. Jordan Building, Room 307
650 W. State St, Box 83720
Boise, Idaho 83720-0037

Dear Chairman Lewis and Members of the State Board:

The Boise School District requests a waiver from State Board Rule 8.02.03.06, e, g, and i, Comprehensive Assessment Program, sections requiring administration of the Direct Math Assessment (DMA). We request that Boise be waived from administration of the DMA at grades 4, 6, and 8, beginning in the 2005-06 school year.

Rationale

As part of the BSD's effort to eliminate redundant assessments and programs, the District undertook a survey of teachers and principals during the past month. Most respondents indicated that the DMA had little value for them in improving instruction, and felt that measures of student math performance were already available or being planned. Chief among the reasons cited for eliminating the DMA were:

1. The DMA is typically given in late November (this year, the Tuesday after Thanksgiving Break) or early December. Results are returned to districts in April. This slow turnaround virtually renders test results meaningless.
2. Though the DMA is intended to give an idea of student problem solving abilities, no feedback is received by districts other than a score. The state rubric contains descriptions of typical performance at each scoring level, but there is no way to tell what deficiencies pulled down an individual student score.
3. The elements of the rubric and the grade levels for administration have changed several times in the past decade. It is impossible for schools and districts to set goals when the targets constantly change.

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4. Scoring is inconsistent, and sometimes wildly so. School administrators cannot pinpoint areas for change because of scoring difficulties and the issues raised in points 1 and 2 above.
5. The DMA is not a part of the Statewide Accountability Plan. Teachers are focused on improving instruction in the areas covered by the ISAT and the BSD's End of Course (EOC) Tests.

Assessment Tools In Place and Planned

All Boise junior high students take End of Course assessments at the end of each semester. The EOC's include short answer questions which are scored by teachers and calculated into the overall performance indicator. Teachers receive item analyses for their classes on the day the assessments are given, and use this feedback when they meet with other grade level/content area staff in in-service sessions focused on improving instruction.

For grades 4, 5, and 6, Boise is implementing an "EOC-like" exam this year, intended to provide feedback for teachers about student math performance. The item analysis for this exam will provide skill-level analysis prior to the administration of the ISAT, allowing teachers to improve instruction and prepare students for the ISAT in the spring.

Conclusion

The Boise School District is moving forward and intends to meet the mandates of the *No Child Left Behind* legislation. The reality of the situation is that graduation rates, ISAT performance, safe schools, and highly qualified teaching staff are highest on our agenda at this time. The Direct Math Assessment simply does not contribute to our ability to attain the goals we have set.

We would appreciate your consideration of our waiver request at your October 17-18, 2005 Board meeting in Lewiston. We will have personnel on hand to answer any questions you might have regarding this request. You may also contact Dr. Don Coberly, our Curriculum Director, at 287-2119 for further information.

Thank you in advance for your consideration of our request.

Sincerely,



Dr. Stan Olson
Superintendent of Schools