

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006**

TAB	DESCRIPTION	ACTION
1	NEW GRADUATE PROGRAM BOISE STATE UNIVERSITY – MASTER OF SCIENCE, HYDROLOGIC SCIENCES	Motion to approve
2	NEW GRADUATE PROGRAM BOISE STATE UNIVERSITY – MASTER OF EDUCATION, EDUCATION LEADERSHIP	Motion to approve
3	NEW GRADUATE PROGRAM BOISE STATE UNIVERSITY – MASTER OF APPLIED ANTHROPOLOGY AND M.A., ANTHROPOLOGY	Motion to approve
4	FEDERAL ACADEMIC COMPETITIVENESS GRANT PROGRAM – IDAHO’S PROPOSAL FOR A RIGOROUS HIGH SCHOOL PROGRAM OF STUDY	Motion to approve
5	TEMPORARY AMENDMENT TO THE RULES GOVERNING HIGH SCHOOL REDESIGN	Motion to approve
6	CONTRACTOR FOR THE IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)	Motion to approve

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SUBJECT

New Graduate Program – Boise State University – M.S., Hydrologic Sciences

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G.4 and 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-4001. Idaho Code.

BACKGROUND

In accordance with Board policy III.G.4.(a) (1), Board approval is required prior to implementation of any new academic program, instructional unit, minor, option, or emphasis with a financial impact of \$250,000 or more per year. Also, as per Board Policy III.G.5, (a) (3), a request for a new graduate program requires a full proposal.

DISCUSSION

Boise State University proposes a new on-campus graduate program leading to the Master of Science (M.S.) in Hydrologic Sciences. Although this is a new degree program, it is more accurately viewed as the formalization of a research focus and set of electives that have served students for many years as part of the existing Master of Science in Geology program. The new degree title better represents the education and research experience of a substantial subset of students in the graduate geology program. The program is to be offered at Boise State University's main campus.

The new program will satisfy a commitment to the university central administration, which awarded \$150,000 to the Department of Geosciences and the Department of Civil Engineering to develop collaborative water-related research and graduate programs on campus. The proposed program will also fulfill a commitment made by BSU to the Idaho EPSCoR program which received \$9,000,000 from the National Science Foundation to enhance infrastructure for water-related research and education across the state.

The program will be housed in the Department of Geosciences and relies on faculty participation from the Department of Civil Engineering with additional contributions from the Department of Biology and the Department of Mathematics. Currently, water-related faculty members throughout Idaho are making plans for statewide integrated initiatives in research and education in water-related disciplines. The proposed degree program will enable Boise State University to contribute to these integrating efforts.

The proposed program would be the only Master of Science in Hydrologic Sciences degree program delivered in southwest Idaho. The Department of Geological Sciences at UI in Idaho delivers an M.S. in Hydrogeology degree program. Historically, this program has been a cooperative degree between UI, BSU, and ISU, wherein students in Boise or Pocatello take courses via video to receive a UI degree. BSU is now prepared to offer its own master's degree program in hydrologic sciences. BSU students may enroll in UI video courses, or live courses at UI-Boise and UI-Boise students may enroll in live BSU courses, thereby expanding the options available for students in southwest Idaho. Faculty

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members at UI are currently planning an interdisciplinary degree in water science and policy. This broader degree encompasses science and policy, whereas the proposed BSU program focuses on the science. BSU has prepared this proposal in coordination with the UI faculty to ensure that the programs are complementary and that each university is able to carry out its goals.

The new Master of Science in Hydrologic Sciences program will fall under the regional accreditation of the university by the Northwest Commission on Colleges and Universities. The curriculum requirements for the proposed program will meet certification criteria established by the American Institute of Hydrology (AIH) and graduates will be eligible to take the AIH certification exam. The program will be consistent with all policies and procedures of the Graduate College of BSU. The proposed program requires completion of 24 credits of graduate coursework and completion of a thesis equivalent to a minimum of 6 credits.

BSU conducted a needs assessment based primarily on evaluating the recent history of graduate students enrolling in the Department of Geosciences and on national trends in water-related education. Since 1997, approximately 50% of the master's students in the Department of Geosciences pursued theses related to the hydrologic sciences. Most completed coursework similar to the curriculum outlined in this proposal. All of the students that have completed a graduate degree with a hydrologic science curriculum since 1997 have found employment in a water-related field. It is clear that the current degree titles in the Department of Geosciences do not adequately reflect the education that these students receive, nor does it reflect their ultimate employment. Implementing the proposed program will better serve both the students and the faculty by providing a new structured curriculum that accounts for the breadth of hydrologic science, by awarding a degree title that better reflects the content of the program, and by providing quality control through better program management and design.

Water is a most important resource, yet there is a crucial lack of a coherent education system for training water professionals in universities throughout the United States. The need for trained hydrologists continues to rise in the academic, public, and private sectors as awareness of the critical role of water in environmental problems from local to global scales continues to grow. Historically, however, hydrology has been a fragmented discipline with applications-oriented versions attached to engineering programs, while patches of scientific knowledge have been dispersed throughout geoscience, forestry, biology, and other academic programs. Consequently, advances in understanding of the physical basis of the hydrologic cycle and its environmental implications have been limited by disciplinary boundaries. The problems with hydrologic education were clearly articulated in a report by the National Research Council in 1991 in which a panel of engineers and scientists outlined a plan to bring identity and unity to hydrologic science. Foremost among their recommendations was that universities in the United States must develop cross-cutting hydrologic science programs supported by interdisciplinary research. In the thirteen years since that report, hydrologic science has emerged as a distinct discipline throughout universities in the United States. This new degree will bring Boise State University into this growing academic movement.

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Based on unsolicited student inquiries, BSU expects a steady-state enrollment of about 15 students by the fifth year of the program, with nearly all of these students representing new enrollments, rather than shifting enrollments. BSU also expects that the background of students will diversify to include students with undergraduate training in biology and the environmental sciences.

Fiscal Impact

The Department of Civil Engineering is adding one new faculty position that will support the proposed program starting in fall 2006. This new position is funded by a National Science Foundation EPSCoR grant for two years after which the position will become institutionalized by the university. Any BSU faculty member may petition the Graduate Program Committee to become a participating faculty member in the hydrologic sciences program. Faculty members from ISU and UI are also eligible and encouraged to participate in the program. Current space, personnel, journal subscriptions, and books in the Albertson Library are adequate to support the proposed program. Although the Department of Geosciences and the Department of Civil Engineering are already well-equipped to conduct hydrologic research, a recently awarded grant will permit the acquisition of an additional \$240,000 worth of instrumentation in the first two years of the program. Additionally, BSU is renovating space in the Mathematics Geology building during the summer 2006 to create a new Geoenvironmental Research Laboratory.

Estimated Fiscal Impact	FY 07	FY 08	FY 09	Total
A. Expenditures				
1. Personnel	180,428	193,601	211,800	585,829
2. Operating	12,300	12,669	13,049	38,018
3. Capital Outlay	210,000	30,000	0	240,000
4. Facilities	490,000	0	0	490,000
5. Indirect Costs	11,564	12,376	13,491	37,431
TOTAL:	904,292	248,646	238,340	1,391,278
B. Source of Funds				
1. Appropriated	185,267	199,051	218,157	602,475
Reallocation – MCO				
2. Appropriated – New				
3. Federal	229,024	49,595	20,183	298,802
4. Other (One-time University Expenditure)	490,000			490,000
TOTAL:	904,292	248,646	238,340	1,391,278
C. Nature of Funds				
1. Recurring *	185,267	199,051	218,157	602,475
2. Non-recurring **	719,024	49,595	20,183	788,802
TOTAL:	904,292	248,646	238,340	1,391,278

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- * Recurring is defined as ongoing operating budget for the program which will become part of the base.
- ** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

IMPACT

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request to offer a new an M.S. program in Hydrologic Sciences is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Southwest Region. Board staff and CAAP recommend approval as presented. A copy of the full proposal is available upon request. Please contact Patty Sanchez at (208) 332-1562 or email Patty.Sanchez@osbe.idaho.gov.

BOARD ACTION

A motion to approve Boise State University's request to offer an M.S. in Hydrologic Sciences.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

April 2005

4. Program Approval Policy

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;

(1) Board Approval - Board approval prior to implementation is required for any new:

- (a) Academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact of \$250,000 or more per year;
- (b) Graduate program leading to a master's, specialist, or doctoral degree.

(2) Executive Director Approval - Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit with a financial impact of less than \$250,000 per year.

- b. Existing instructional programs, majors, minors, options, emphases and instructional units.

(1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.

(2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

- c. Routine Changes

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

5. Approval Procedures

- a. Board Approval Procedures

(1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board.

(2) The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. Professional-technical requests will be forwarded to the Idaho Division of Professional-Technical Education for review and recommendation prior to

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CAAP review and action. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.

- (3) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the CAAP meeting.
- (4) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

b. Office of the State Board of Education Approval Procedures

- (1) All requests requiring approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At his discretion, the Chief Academic Officer shall forward the request to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.
- (2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.
- (4) Distance Learning Delivery and Residence Centers
All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

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

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

TITLE 33
EDUCATION
CHAPTER 40
BOISE STATE UNIVERSITY

33-4001. BOISE STATE UNIVERSITY ESTABLISHED -- STANDARDS -- PROFESSIONAL-TECHNICAL PROGRAMS. The college now known as Boise state college and previously operated and conducted by Boise community college district in Ada County, Idaho, known as Boise college, shall be established in the city of Boise, Idaho, as an institution of higher education of the state of Idaho, for the purpose of giving instruction in college courses in sciences, arts and literature, professional, technical and other courses of higher education, such courses being those that are usually included in colleges and universities leading to the granting of appropriate collegiate degrees, said college to be known as Boise State University. The standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states. All programs in the professional-technical departments, including terminal programs now established and maintained, may be continued and such additional professional-technical and terminal programs may be added as the needs of the students attending such university taking professional-technical and terminal programs shall warrant, and the appropriate certificate for completion thereof shall be granted. The courses offered and degrees granted at said university shall be determined by the board of trustees.

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SUBJECT

New Graduate Program – Boise State University – M.Ed., Education Leadership

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-4001. Idaho Code.

BACKGROUND

In accordance with Board policy III.G.5.(a) (2) and (3), The Chief Academic Officer shall forward program requests to the CAAP for its review and recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action. A request for a new graduate program requires a full proposal.

DISCUSSION

Boise State University proposes a new graduate program leading to a Master's of Education in Educational Leadership that will graduate candidates who qualify for certification as school principals by the State of Idaho and who will be highly qualified to perform new leadership functions required today. This program will be delivered through a variety of methods, including on-campus, off-campus, and hybrid delivery. This program is not an expansion of an existing program, or a cooperative effort with another institution, nor a contracted program.

An external advisory group of southwestern Idaho educators (Regions III and IV), professional associations and policy makers were convened during the 2004-05 school year. Members recommended specific skills now necessary to effectively lead at the building and district level. They further advised faculty from the College of Education on matters of instructional methods and delivery systems that should be considered. Recently, the State Department of Education emphasized the urgent need for leadership training for both current and aspiring principals.

Three essential components will insure the quality of the Educational Leadership degree program:

1. Compliance with National Council for Accreditation of Teacher Education (NCATE) standards with future NCATE full evaluation. Specific to this program, a subset of NCATE, the National Policy Board for Educational Administration published the Standards for Advanced Programs in Educational Leadership to which this program will be held accountable.
2. Effective leadership and management of the Educational Leadership degree program to insure program congruence and quality.
3. High levels of program congruence established through explicit philosophy, content and instructional design expectations.

NCATE is an independent specialized accrediting body responsible for accreditation for the College of Education. The standards of NCATE have been used in program design, assessment, and evaluation. The accreditation process

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is a quality assurance mechanism that comprises key stakeholders in education, including representatives from the Idaho State Department of Education. In addition to the NCATE standards, the Idaho Standards School Leaders has been instrumental in guiding curriculum development.

The College of Education is planning to conduct a search for an associate or full professor of Educational Leadership to direct the program. The Director of the program will report to the Dean of the College of Education through the Department Chair of Curriculum, Instruction and Foundational Studies. The Director will be responsible for the continuous improvement of the program. An advisory council of southwestern Idaho (Regions III and IV) educators, policy makers, and professional associations will be convened annually. Feedback from students will be regularly solicited, valued, and used.

The program will integrate theory and practice to equip candidates in contextually relevant preparation. The centrality of high quality curriculum, instruction, and assessment as core knowledge for the educational leader is a significant shift away from traditional principal preparation as building managers to instructional leaders. Content, instructional methods, and performance expectations will be highly consistent within and among modules, allowing the candidates to develop the depth and scope of their emerging professional expertise. Each module will be led by a Faculty Team consisting of faculty from the College of Education faculty as well as effective practicing educational leaders.

The curriculum content has been constructed from the research base of educational leadership and leadership in related fields. It is consistent with the Idaho Standards for Leaders and the Interstate School Leaders Licensure Consortium standards (Council of Chief State School Officers, 2005). The program content has been designed to meet the recommended certification competencies.

BSU plans to explore off-campus delivery for class meetings with school district partners and private sector partners. Future plans include expansion of the degree program to an Educational Specialist Degree and requirements for certification as a school superintendent as Phase 2 of this program. Phase 3 will include a doctoral degree in Educational Leadership.

There are four programs for educational administrators in Idaho. The University of Idaho (Moscow and Boise Center) offers educational administration pre-service graduate programs that lead to state certification as principal, special education director or superintendent. Northwest Nazarene University offers programs for endorsements as principals. Idaho State University offers a master's degree in educational administration in Pocatello. The University of Phoenix has expanded its presence in the Treasure Valley and is implementing their educational leadership program in 2005-06. Many universities in the Pacific Northwest that have teacher education programs also have programs for educational administration. The programs of study and the instructional approaches in the majority of these are traditional. One exception is Gonzaga

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University. BSU has worked closely with the Program Director for the Leadership Formation Program at Gonzaga University in their program design.

Although there are local options for pre-service programs for aspiring school leaders, the College of Education at BSU will provide a uniquely designed opportunity, involving both teacher leaders and administrative leaders in the same program. BSU does not intend to duplicate or replicate the types of programs currently offered. Their integrated approach and authentic learning experiences within a hybrid delivery system are not currently available through other providers.

The College of Education has successful teacher preparation programs at both the undergraduate and graduate level. There is an infrastructure of expertise within the college that will be instrumental in planning and implementing a program to develop educational leaders who know how to lead quality instruction that meets the needs of diverse learners, a component that has been traditionally underemphasized in leadership training.

Boise State University is well positioned to respond to the current need throughout Regions III and IV for school leaders. In addition to the undergraduate and graduate degree programs that prepare elementary and secondary teachers, the College of Education offers a number of special area programs that are vital to the needs of schools and to the quality of instructional programs that serve diverse students. An educational leadership program would complement existing programs and provide a realistic opportunity to pragmatically engage the multiple functions that come together in schools.

As early as the mid 1980's, questions were being raised regarding the content of educational administration programs (Murphy, et al, 2003.) Content deficiencies cited included a lack of attention to matters of practice, lack of a coherent curriculum, a nearly complete void in the areas of values and ethics and low levels of attention to the core issues of education, that of teaching and learning. Leading and managing systemic change was also identified as a gap. Higher education has been slow to respond to the demand for changes in preparation programs. The National Staff Development Council proposed that leadership programs be long-term with a coherent curriculum (Sparks & Hirsch, 2000). Preparation programs need to create contexts for job-embedded learning and authentic problem solving. The blueprint of the Boise State University Educational Leadership degree program has purposefully designed highly relevant and authentic learning structures with content and instructional coherence from semester to semester.

Our needs assessment included three primary sources: (1) local focus groups of educators, (2) review of available state data on supply and demand, and (3) a review of existing programs, both local and national in education and related fields.

In June of 2004, the Center for School Improvement and Policy Studies ended their work with the J. A. & Kathryn Albertson Foundation's Creating High

Performing Schools Initiative. Faculty working on this project had a keen sense of the urgent need to equip principals, central office leaders and superintendents with a different set of knowledge and skills. Leaders from fifteen Idaho school districts communicated their frustration with the mismatch between traditional educational administration preparation programs and what was now required of them. They cited the necessity to re-train both newly certified and existing principals with the skill sets that are now essential. Their sense of urgency stimulated our interest in the development of a new educational leadership program.

The second area of BSU's needs assessment included a review of the conditions affecting retention and recruitment of educational leaders. The Idaho State Department of Education reports in their July 2005 analysis, ***Educator Supply and Demand in Idaho***, that the total educator core is aging. According to the Annual Statistical Report 2003-04 compiled by the Idaho Department of Education, approximately 70% of the current principals would be eligible to retire during the period of 2005 to 2015. These data suggest that demand for qualified leaders will likely increase. The Idaho Department of Education further reports that currently there are sufficient applicants for principal positions (an average of 8 applicants per vacancy) which suggest there are sufficient numbers of appropriately certified principals. Although the candidate pool may be sufficient for applicants who hold the necessary credential, there is a clear demand for a differently prepared aspiring principal who is fully equipped to meet the requirements of leadership in today's schools.

The third element of BSU's needs assessment included investigation of current state, national and international leadership development programs. BSU investigated the few educational leadership programs that were considered to be non-traditional and innovative. They also investigated literature that critiqued traditional Masters in Business Administration. The criticisms were similar from both fields calling for increased rigor, relevance and curricular coherence (Levine, 2005; Mintzberg, 2004). Foundation funded leadership development programs revealed a general attitude that practitioners had to design programs since university perspective and responsiveness were not aligned to the current need in the field.

The design of this program will have a reciprocal benefit to both Boise State University's existing educational programs and the new educational leadership degree program. The presence of an educational leadership degree program at Boise State University will facilitate the integration of the development of leadership capabilities in existing undergraduate and graduate programs within the College of Education. This serves to develop teachers who are prepared to use their influence from any position that they may occupy in a school. The centrality of deep knowledge of curriculum, instruction and assessment for aspiring leaders is well documented (Leithwood et al., 2004; Marzano, 2003; Waters et al., 2003; Fink & Resnick, 2001). Leadership is needed at every level of the organization to influence the conditions for high performance (Leithwood et al., 2004). The curriculum recognizes this as fundamental to the program. The delivery of our curriculum is highly integrated using the existing expertise of key

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faculty as well as highly skilled practitioners from the field. The teaching team of faculty will authentically reflect the composition of leadership teams that exist in schools and districts.

The College of Education will pursue relationships with area school districts to establish partnerships for customized programs for their districts. Cohorts from the local school districts may be possible using the instructional design proposed in the program description. Because the areas of focus within the Educational Leadership Master's program will be new to Boise State University's College of Education, we anticipate minimal draw of students from existing programs. Of the twenty students accepted in the first years of the program, we expect most will be new students to Boise State University.

The addition of an Educational Leadership Degree program will complement the existing teacher preparation programs at Boise State University. Options will be explored to hold the program off campus in settings that might be more suited for leadership training. BSU intends to explore grant opportunities with local private sector partners, such as Hewlett Packard, Micron and Albertson's.

Fiscal Impact

Two full-time faculty positions are necessary for this degree program. The College of Education has reallocated one position to this program and is requesting one additional position. This position will be necessary to coordinate the various modules, deliver instruction, advise students and complement the expertise of the Program Director. Additional faculty and practitioners (Adjunct Faculty) with specific expertise will participate in Module Faculty Teams.

Estimated Fiscal Impact	FY <u>07</u>	FY <u>08</u>	FY <u>09</u>	Total
A. Expenditures				
1. Personnel	217,539	229,695	236,587	683,821
2. Operating	9,000	9,270	9,549	27,819
3. Capital Outlay	11,000	1,030	1,061	13,091
4. Facilities				
5. Indirect Costs				
TOTAL:	237,539	239,995	247,197	724,731

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Estimated Fiscal Impact	FY <u>07</u>	FY <u>08</u>	FY <u>09</u>	Total
B. Source of Funds				
1. Appropriated Reallocation – MCO	93,012	95,802	98,677	287,491
2. Appropriated – New MCO	128,327	122,593	126,920	377,840
3. Federal				
4. Other (One-time University Expenditure)				
5. Fees	16,200	21,600	21,600	59,400
TOTAL:	237,539	239,995	247,197	724,731
C. Nature of Funds				
1. Recurring *	221,339	218,395	225,597	665,331
2. Non-recurring **	16,200	21,600	21,600	59,400
TOTAL:	237,539	239,995	247,197	724,731

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

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

IMPACT

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request to offer a new Master of Education program in Education Leadership is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Southwest Region. Board staff and CAAP recommend approval as presented. A copy of the full proposal is available upon request. Please contact Patty Sanchez at (208) 332-1562 or email Patty.Sanchez@osbe.idaho.gov.

BOARD ACTION

A motion to approve Boise State University's request to offer a Master of Education in Education Leadership.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

April 2005

5. Approval Procedures

a. Board Approval Procedures

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

b. Office of the State Board of Education Approval Procedures

- (1) All requests requiring approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At his discretion, the Chief Academic Officer shall forward the request to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.
- (2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director decides to

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deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.

- (4) Distance Learning Delivery and Residence Centers
All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

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

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

TITLE 33
EDUCATION
CHAPTER 40
BOISE STATE UNIVERSITY

33-4001. BOISE STATE UNIVERSITY ESTABLISHED -- STANDARDS -- PROFESSIONAL-TECHNICAL PROGRAMS. The college now known as Boise state college and previously operated and conducted by Boise community college district in Ada County, Idaho, known as Boise college, shall be established in the city of Boise, Idaho, as an institution of higher education of the state of Idaho, for the purpose of giving instruction in college courses in sciences, arts and literature, professional, technical and other courses of higher education, such courses being those that are usually included in colleges and universities leading to the granting of appropriate collegiate degrees, said college to be known as Boise State University. The standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states. All programs in the professional-technical departments, including terminal programs now established and maintained, may be continued and such additional professional-technical and terminal programs may be added as the needs of the students attending such university taking professional-technical and terminal programs shall warrant, and the appropriate certificate for completion thereof shall be granted. The courses offered and degrees granted at said university shall be determined by the board of trustees.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

SUBJECT

New Graduate Program – Boise State University – Master of Applied Anthropology and MA, Anthropology

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-4001. Idaho Code.

BACKGROUND

In accordance with Board policy III.G.5.(a) (2) and (3), The Chief Academic Officer shall forward program requests to the CAAP for its review and recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action. A request for a new graduate program requires a full proposal.

DISCUSSION

Boise State University proposes a new program offering two degrees: a Non-thesis Master of Applied Anthropology and a thesis based Master of Arts in Anthropology.

Each program requires 31 credits. The Master of Arts in Anthropology program requires the preparation of a thesis as a culminating activity and is intended to prepare students who will eventually seek a doctoral degree. The other program is a non-thesis professional program that requires a project and leads to the Master of Applied Anthropology degree. The Master of Arts in Anthropology and Master of Applied Anthropology programs are included in a single proposal as the programs share a common core curriculum and will operate under one budget. The major difference in the programs is the culminating activity (Master of Arts students will conduct research and present a thesis, while students in the Master of Applied Anthropology program will complete a project that constitutes a significant professional activity). These new programs are not substantive changes as defined by the Northwest Commission on Colleges and Universities.

Boise State University is currently accredited for all degree levels (Associate, Bachelor's, Master's, and Doctoral). The proposed program is not subject to specialized accreditation. The curriculum requires a core sequence in anthropology with a heavy emphasis on methodology and theory, a sequence of electives, a preliminary examination, and a project (Master of Applied Anthropology) or a thesis (Master of Arts in Anthropology), the latter adding to the body of knowledge that is of sufficient quality to warrant publication in a peer-reviewed journal (publication is not required but is held out as a goal for all students).

Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

process requires a detailed self study (including outcomes assessment) and a comprehensive review and site visit by external evaluators.

The programs will adhere to all policies and procedures of the Graduate College, which is assigned broad institutional oversight of all graduate degree and certificate programs.

The department anticipates that at least one future faculty hire will be needed to further develop both programs. There are no plans to expand either program off campus.

The proposed programs do not duplicate any programs offered by the Idaho public system of higher education in the southwest Idaho service area. The proposed programs also do not duplicate programs at the private colleges and universities in Idaho. The University of Idaho (UI) offers a Master of Arts degree in anthropology in Moscow, and Idaho State University (ISU) offers both Master of Arts and Master of Science degrees in anthropology in Pocatello. The proposed Boise State master's programs each will have a scholarly focus and program structure that is distinct from the UI and ISU programs. The primary difference is that Boise State University does not intend to offer a traditional four-field approach as is the case with UI and ISU. The four-field approach includes equal preparation in cultural anthropology, archaeology, physical anthropology, and linguistics. BSU has chosen to emphasize its strengths and in so doing reflects a national trend toward more specialized and focused master's level programs.

While ensuring a broad overview of the diverse nature of the field, the programs will focus on offering a strong ecological perspective to the study of humans. By offering a thesis-based Master of Arts in Anthropology program, and a project-based Master of Applied Anthropology program, BSU will enable students to pursue studies emphasizing ecological approaches, whether preparing to conduct further study at the doctoral level or for professional practice. Discussions with the ISU anthropology department have already led to an acknowledgement that the proposed Boise State programs will allow the two departments to increase their cooperation in exchange of faculty expertise. The proposed programs differ from institutions granting Master of Arts degrees throughout the Pacific Northwest and states surrounding Idaho, where all programs (Oregon State University, University of Nevada, Reno, Montana State University, and Central Washington University) offer a traditional four-field program.

The Master of Arts in Anthropology program and the Master of Applied Anthropology program are central to the university's long-range plan of offering high quality master's programs that facilitate externally funded research appropriate to the goals of a metropolitan university. These degree programs are a critical component of the institution's primary social sciences and public affairs

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

emphasis and will integrate with the continuing emphasis in physical and biological sciences.

In the late 1990s, the Anthropology department surveyed its alumni regarding the development of graduate programs in anthropology at Boise State University, and the results indicated a significant interest. The most recent external review of the department recommended the development of a graduate program. The department annually receives numerous local, regional, and national inquiries regarding the availability of graduate courses and/or graduate degree programs in anthropology. Federal agencies have expressed interest in having graduate level courses offered at Boise State University. Within southwestern Idaho, there is interest and support from federal agencies and other public and private sectors for the development of Boise State graduate programs in anthropology. This interest reflects the demand for graduate level preparation in anthropology and archaeology locally and regionally. Existing university enrollments in anthropology and allied disciplines in the social sciences indicate that new cohorts of 5-10 well qualified full-time master's students could be created annually from within the institution.

The department used a number of methods to assess the need for graduate programs in anthropology: (1) Upper division anthropology majors were asked to respond to a survey of their potential interest in enrolling in a master's program in anthropology if offered at Boise State University; (2) students were informally queried regarding their interests in graduate level offerings; (3) the department solicited input from anthropologists working in the area and region. Specifically, BSU sought input from private companies, and state and federal agencies regarding their interest in having Boise State University offer graduate preparation in anthropology. They queried companies/agencies as to their interest in hiring BSU graduates in anthropology and the extent to which anthropologists in the area would make use of graduate programs by seeking degrees or extended training; (4) General upper division and graduate student populations were asked if they would enroll in a graduate program at Boise State University or be interested in taking graduate level courses in anthropology; (5) students in the Interdisciplinary Studies Program whose curricula attempt to combine anthropology with other allied disciplines were asked if they would enroll in an anthropology graduate program; (6) alumni who have taken graduate degrees or courses elsewhere were queried as to whether they would have remained at Boise State University if the department offered master's programs.

Fiscal Impact

Estimated Fiscal Impact	FY 07	FY 08	FY 09	Total
A. Expenditures				
1. Personnel	159,246	164,720	179,013	502,979
2. Operating	10,500	13,100	14,700	38,300
3. Capital Outlay	1,000	1,500	2,000	4,500
4. Facilities				

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

5. Indirect Costs				
TOTAL:	170,746	179,320	195,713	545,779
B. Source of Funds				
1. Appropriated Reallocation – MCO	133,306	140,058	154,505	427,869
2. Appropriated – New MCO	18,720	19,631	20,604	58,955
3. Federal	18,720	19,631	20,604	58,955
4. Other				
5. Fees				
TOTAL:	170,746	179,320	195,713	545,779
C. Nature of Funds				
1. Recurring *	152,026	159,689	175,109	486,824
2. Non-recurring **	18,720	19,631	20,604	58,955
TOTAL:	170,746	179,320	195,713	545,779

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

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

IMPACT

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request to offer a new Master of Applied Anthropology and M.A., Anthropology is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Southwest Region. Board staff and CAAP recommend approval as presented. A copy of the full proposal is available upon request. Please contact Patty Sanchez at (208) 332-1562 or email Patty.Sanchez@osbe.idaho.gov.

BOARD ACTION

A motion to approve Boise State University's request to offer a Master of Applied Anthropology and a Master of Arts in Anthropology.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

October 2002

5. Approval Procedures

a. Board Approval Procedures

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

b. Office of the State Board of Education Approval Procedures

- (1) All requests requiring approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At his discretion, the Chief Academic Officer shall forward the request to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.
- (2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director decides to

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.

(4) Distance Learning Delivery and Residence Centers

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

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

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

TITLE 33
EDUCATION
CHAPTER 40
BOISE STATE UNIVERSITY

33-4001. BOISE STATE UNIVERSITY ESTABLISHED -- STANDARDS -- PROFESSIONAL-TECHNICAL PROGRAMS. The college now known as Boise state college and previously operated and conducted by Boise community college district in Ada County, Idaho, known as Boise college, shall be established in the city of Boise, Idaho, as an institution of higher education of the state of Idaho, for the purpose of giving instruction in college courses in sciences, arts and literature, professional, technical and other courses of higher education, such courses being those that are usually included in colleges and universities leading to the granting of appropriate collegiate degrees, said college to be known as Boise State University. The standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states. All programs in the professional-technical departments, including terminal programs now established and maintained, may be continued and such additional professional-technical and terminal programs may be added as the needs of the students attending such university taking professional-technical and terminal programs shall warrant, and the appropriate certificate for completion thereof shall be granted. The courses offered and degrees granted at said university shall be determined by the board of trustees.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

SUBJECT

Federal Academic Competitiveness Grant Program – Idaho's proposal for a rigorous high school program of study.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-110.1. AGENCY TO NEGOTIATE, AND ACCEPT, FEDERAL ASSISTANCE.

Idaho State Board of Education Governing Policies and Procedures Section III. Postsecondary Affairs. Q. Admission Standards.

BACKGROUND

The U.S. Department of Education (DOE) is implementing a new student grant program titled the Academic Competitiveness Grant Program (AC Grants). This federal program makes available \$790 million in the 2006-2007 academic year and \$4.5 billion over the next five years to provide aid to low-income college students who meet general Pell Grant program guidelines, as well as additional specified criteria. AC Grants will be awarded to first- and second-year college students who have successfully completed a rigorous secondary school program.

The U.S. Department of Education has identified four existing programs that they will accept as evidence of rigor in a secondary school program of study. These are detailed in Attachment 1. The DOE is also allowing the State Educational Agency (SEA) to request recognition for an alternative rigorous secondary school program of study for the 2006-07 and 2007-08 school years. State proposals must have been submitted by June 1, 2006.

DISCUSSION

Because the AC Grant program must be implemented quickly, neither Idaho schools nor students will have had the opportunity to make class selection choices in anticipation of these grants, and in many cases they will not qualify to participate in the AC Grant program through the four avenues that the U.S. Department of Education has already approved to meet the rigor standard. Secretary Margaret Spellings has provided a process for the SEA of each state to submit a state request for recognition. It is in the best interest of Idaho students for the Idaho State Board of Education (SBOE) to submit a request for recognition that will cover the 2006-07 and 2007-08 school years.

The Idaho SBOE, Admission Policy for Idaho's Public College and Universities (Regular Admission Policy) does assist students in preparing for college by providing the minimum admission guidelines for Idaho's public four-year institutions. The courses required by the Regular Admission Policy are more rigorous than current high school graduation requirements for Idaho. In addition, the course requirements in Idaho's Regular Admission Policy are similar to the "Set of course requirements similar to the State Scholars Initiative" approved by Secretary Spellings for the 2006-07 (See Attachment 1).

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

The U.S. Department of Education has provided this opportunity for states to propose alternate programs for consideration during the first two years of the program implementation. After this initial two-year academic time frame, it is anticipated that a set of courses specified for the State Scholars Initiative (Attachment 2) will be the federal standard used to define a rigorous program of study that prepares high school students for success in college.

IMPACT

This new U.S. Department of Education program is set to provide funding to eligible students beginning with the FY07 academic year. In order to provide funding to students for the FY07 academic year, the DOE expedited program implementation. Notification was sent out in May requiring a June 1, 2006 deadline for states to propose an alternate program for consideration. In order for Idaho students to benefit from an alternate proposal for Idaho, a proposal was developed, and presented to the Council on Academic Affairs and Programs (CAAP) for the June 1, 2006 meeting. Once approved by CAAP the proposal was submitted electronically to the DOE. If the SBOE would like to alter the proposal for the FY08 academic year, this can be done by submitting a different proposal by November 1, 2006.

Based on 2003 data, 46.% of undergraduates in Idaho are Pell recipients. First and second year Pell students who meet the eligibility requirements may benefit from this additional federal grant. A qualifying first-year student will receive \$750 and second-year students will receive \$1300. Many of these college bound students might qualify under Idaho's alternative proposal that might not otherwise qualify.

ATTACHMENTS

Attachment 1 – Proposal for Idaho Alternative Rigorous Secondary School Program of Study for the Academic Competitiveness Grant program.	Page 9
Attachment 2 – Dear Colleague Letter Dated May, 2, 2006 (GEN-06-02)	Page 15
Attachment 3 – State Scholars Initiative Core Course of Study	Page 19

STAFF COMMENTS AND RECOMMENDATIONS

Board Staff recommends that the Idaho SBOE support the Idaho Admission Policy for consideration of a rigorous program of study for the first two years of implementation of the Federal Academic Competitiveness Grant program.

Staff also recommends that the Idaho SBOE consider developing an Advanced or Honors diploma program for the state of Idaho that could become effective for the year 2008-09. The SBOE will also need to consider how high school redesign recommendations fit into this program.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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BOARD ACTION

A motion for the Board to ratify the proposal submitted to the U.S. Department of Education for an alternative rigorous secondary school program of study to meet the requirement for the Academic Competitiveness Grant program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-110. AGENCY TO NEGOTIATE, AND ACCEPT, FEDERAL ASSISTANCE. The state board is designated as the state educational agency which is authorized to negotiate, and contract with, the federal government, and to accept financial or other assistance from the federal government or any agency thereof, under such terms and conditions as may be prescribed by congressional enactment designed to further the cause of education.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Q. Admission Standards**

October 2002

Q. Admission Standards

1. Coverage.

Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho and North Idaho College are exempted from certain provisions of this admission policy as determined by their local boards of trustees.

2. Purposes.

The purposes of the admission policies are to:

- a. promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. inform students of the academic and applied technology degree expectations of postsecondary-level work;
- c. improve the quality of academic and applied technology degree preparation for postsecondary programs;
- d. enhance student access to academic and applied technology degree programs; and
- e. admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

The college and universities must, with prior Board approval, establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission.

A degree-seeking student with fewer than fourteen (14) credits of postsecondary work must complete each of the minimum requirements listed below. (International students and those seeking postsecondary professional-technical studies are exempt.)

a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.

b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

Subject Area	Minimum Requirement	Select From These Subject Areas
English	8 credits	Composition, Literature
Math	6 credits	<p>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended. Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards.</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grade.</p>
Social	5 credits	American Government (state and local), Geography, U.S.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

Science		History, and World History. Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.
Natural Science	6 credits	Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (maximum of two (2) credits). Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Humanities Foreign Language	2 credits	Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.
Other College Preparation	3 credits	Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

		education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training
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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

ATTACHMENT 1

June 1, 2006

The Honorable Margaret Spellings
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Spellings:

The Idaho State Board of Education, the State Education Agency for the State of Idaho, supports the implementation of the new Academic Competitiveness Grants (AC Grants). Idaho has been working to improve all facets of educational offerings for Idaho students and to improve access to postsecondary education for Idahoans. Idaho is currently engaged in making changes to our high school graduation requirements, and will move forward in presenting rule changes during the 2007 legislative session that will ensure that all high school students prepare for the option of college through increased graduation requirements.

Currently, Idaho's Regular Admission Standards for public colleges and universities requires a rigorous program of study that guides students as they plan their high school programs with the intent of matriculating to college. Idaho is submitting the courses outlined in the Regular Admission Core for consideration as Idaho's alternative rigorous secondary school program of study to meet the requirements of the AC Grants. These standards exceed the current minimum graduation requirements. The full proposal is enclosed.

As of 2003, over 46% of students attending Idaho colleges and universities were eligible for Pell Grant funding. While we recognize that this new program places limits on eligible students, we expect that many Pell eligible Idaho students may benefit from the additional funding provided by the AC Grants program. We urge you to give full consideration to Idaho's proposal.

We believe we have developed a proposal that meets the definition of rigor, and will allow those Idaho secondary students who have followed this program the opportunity to benefit from the AC Grant program. We are anxious to hear from you regarding the inclusion of Idaho's program. If you have any questions or would like to discuss this proposal during the review process prior to approval, please feel free to contact us.

Sincerely,

Dwight A. Johnson, Executive Director
Idaho State Board of Education

Enc: State of Idaho Proposal

IRSA

TAB 4 Page 9

State of Idaho
Proposal for Recognizing an Alternate Rigorous Secondary School Program
for Academic Competitiveness Grants

The Idaho State Board of Education requests the Idaho College Admission Core be recognized by the US Department of Education as fulfilling the academic eligibility requirement for Academic Competitiveness Grants.

The Idaho College Admission Core, which consists of a set of courses very similar to the State Scholars Initiative, is the most rigorous curriculum offered Statewide, and is more rigorous than the current high school graduation requirements. The purpose of the Idaho College Admission Core is to make sure that high school students are engaged in course work that will best prepare them for college study.

The Idaho College Admission Core - Idaho's Advanced Curriculum

High school students must complete the following courses, with at least a C average, to fulfill the Idaho College Admission Core and to be considered for regular admission to Idaho's four-year public universities and colleges:

English: 4 years
Mathematics: 3 years
Science: 3 years
Social Studies: 2.5 years
Humanities/Foreign Language: 1 year
Other College Preparation: 1.5 years

In the critical areas of English, mathematics and science, the Idaho College Admission Core aligns exactly with the State Scholar Initiative. For social studies and foreign language, Idaho's requirements are different; in addition to the 2.5 years of "Social Studies" and 1 year of "Humanities/Foreign Language," additional credits of both social studies and foreign language can be counted in the flex category of "Other College Preparation." Adjustments to the College Admission Core can be considered to make it more closely align with the Academic Competitiveness Grants, but such adjustments would take several years to fully implement.

Studies have demonstrated that completion of the Idaho College Admission Core and other similarly rigorous programs are the single-most effective approach to increasing a students' success in college.

Idaho's Best Alternative for Academic Competitiveness Grants

The State of Idaho believes that completion of the Idaho College Admission Core – with its strong emphasis on English, math and science – meets the definition of a rigorous curriculum. It is the most advanced option that is available at each of Idaho's high schools. Requiring different or added course work would adversely affect students graduating from smaller schools, which currently do not have the capacity to offer additional courses beyond the college admission core

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

or to even offer Advanced Placement (AP) opportunities. It is exactly these students – those representing rural communities – that desperately need the boost offered by Academic Competitiveness Grants. Idaho is willing to consider adjustments to the Idaho College Admission Core, but ramping up and implementing such changes will require several years.

In summary, the Idaho State Board of Education believes strongly that the Idaho College Admission Core represents a rigorous curriculum and should be accepted as fulfilling the academic requirement for the Academic Competitiveness Grant. The College Admission Core is by far the best option the State has for meeting the Academic Competitiveness requirements in 2006-07 and 2007-08. It is also the only curriculum that will provide meritorious and needy students throughout all Idaho high schools the opportunity to qualify for Academic Competitiveness Grants.

**Idaho State Board of Education Governing Policies
Section III Postsecondary Affairs**

Q. Admission Standards

1. Coverage.

Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho and North Idaho College are exempted from certain provisions of this admission policy as determined by their local boards of trustees.

2. Purposes.

The purposes of the admission policies are to:

- a. promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. inform students of the academic and applied technology degree expectations of postsecondary-level work;
- c. improve the quality of academic and applied technology degree preparation for postsecondary programs;
- d. enhance student access to academic and applied technology degree programs; and
- e. admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies.

The college and universities must, with prior Board approval, establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

A degree-seeking student with fewer than fourteen (14) credits of postsecondary work must complete each of the minimum requirements listed below. (International students and those seeking postsecondary professional-technical studies are exempt.)

a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.

b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

Subject Area	Minimum Requirement	Select From These Subject Areas
English	8 credits	Composition, Literature
Math	6 credits	<p>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended. Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards.</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grade.</p>
Social Science	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.</p>
Natural Science	6 credits	<p>Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science</p>

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		<p>courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (maximum of two (2) credits). Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.</p>
Humanities Foreign Language	2 credits	<p>Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.</p>
Other College Preparation	3 credits	<p>Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher.</p> <p>Studio/Performing Arts (art, dance, drama, and music).</p> <p>Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).</p> <p>State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.</p>



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Key Policy Letters Signed by the Education Secretary or Deputy Secretary

May 2, 2006

May 2, 2006

Dear Colleague:

The purpose of this letter is to describe how the U.S. Department of Education intends to implement a new student grant program. Please note that action described in this letter may be required by June 1 for college students from your State to receive a new type of federal student financial aid.

A growing national consensus is emerging on the need for high school reform, and the need to refocus on math and science education. Leaders from the business, political, and educational communities are in agreement on the importance of improving our national performance. Recent studies and test scores support this view.

One common denominator has been the call for more academic rigor in the classroom—more demanding subjects, more years of study, and greater access to college preparatory courses. President George W. Bush has said that "we need to encourage children to take more math and science, and to make sure those courses are rigorous enough to compete with other nations." At the 2005 National Education Summit on High Schools, the nation's governors agreed that "To ensure that all high school graduates are prepared for postsecondary education and work, governors and business and education leaders must develop a comprehensive plan for their states to . . . [r]estore value to the high school diploma." However, in a recent study, Achieve, Inc. reported that only eight States in the nation "have enacted college- and work-ready graduation requirements."

Recent statistics display how much room for improvement we have in this arena:

- Eight developed nations have surpassed America's high school graduation rate among young adults;
- Nearly a third of all students—and about half of African American and Hispanic students—do not graduate from high school on time;
- Of the students who do graduate, less than half are ready for college-level math and science coursework;
- Almost 30% of incoming college freshmen require remediation in reading, writing, or math; and
- In 1970, the U.S. produced over 50% of the world's science and engineering doctorates; by 2010, our share is projected to be about 15%.

The solution to this situation demands systemic action on the part of educational leaders and citizens to improve our high schools, provide opportunities for students that will better prepare them for college, and place a greater emphasis on math and science education. Congress has responded to this need. On February 8, 2006, the President signed into law the Deficit Reduction Act of 2005 (Pub. L. 109-171). Included as a subtitle within the Act is the "Higher Education Reconciliation Act of 2005 (HERA)." HERA contains a new student grant program, the Academic Competitiveness Grant Program. The program includes two types of grants for certain Pell Grant-eligible college students: the Academic Competitiveness Grant (AC grant) and the National Science and Mathematics Access to Retain Talent Grant (SMART grant).

This grant program makes available \$790 million in the 2006-07 academic year and \$4.5 billion over five years to provide aid to low-income college students who meet general Pell Grant program guidelines, as well as additional specified criteria. AC Grants will be awarded to first- and second-year college students who have successfully completed a rigorous secondary school program, while SMART grants will be awarded to third- and fourth-year college students who major in mathematics, science, technology, engineering, or critical foreign languages. (See Attachment for additional program details.)

As these funds are available beginning in July for students enrolling in college for the 2006-07 academic year, it is important that quick action be taken to set up the means for distributing these funds. This letter aims to get the process moving on this grant program and to explain how the Department will deliver these critical funds to eligible students in the near term. I also outline the steps the Department envisions taking over the next several years to use these grants to encourage and support States as they make high school a more rigorous, challenging, and relevant experience for all students. As part of this process, and because there is a need to implement these programs in time to make awards at the beginning of the 2006-2007 academic year, we are preparing to publish final regulations, with a waiver of notice-and-comment rulemaking and negotiated rulemaking, that will specify how we will implement this program for at least the next two academic years. For the years thereafter, we intend to promulgate regulations to establish the details of the program's implementation. This rulemaking will be conducted in a manner consistent with the requirements of the Higher Education Act of 1965, as amended (HEA), and the Administrative Procedure Act (APA).

I recognize that implementing these new programs this year will place significant burdens on colleges and universities. I believe that financial aid officers and other campus officials will make every effort to implement these new programs in accordance with all of their unique requirements, but am sensitive to the fact that this may be difficult given the complexity of the programs and time constraints.

Initial Eligibility

Not all college students receiving Pell Grants will be eligible for AC or SMART grants. Based on the additional statutory eligibility requirements, we estimate that less than forty percent of Pell Grant-eligible students will be eligible for an AC or SMART Grant.

Listed below are the general additional eligibility requirements for the AC and SMART grants, beyond the general Pell Grant requirements, that reduce the number of eligible students. These grants will be available to any Pell Grant-eligible student who:

- Is a full-time student;
- Is a citizen of the United States; and
- Is enrolled in a two- or four-year degree-granting institution of higher education.

In addition, for AC Grants, a student must:

- Have not been previously enrolled in a program of undergraduate education (if a first-year student);
- Have completed high school after January 1, 2006, if a first-year student; and
- Have completed high school after January 1, 2005, if a second-year student.

These criteria do not take into account the most obvious eligibility requirements for these grants—that is, taking a rigorous secondary school program of study for the AC Grants and majoring in math, science, or a critical foreign language for the SMART Grants. (See Attachment for full requirements.)

Academic Competitiveness Grants for 2006-07 and 2007-08

Under the AC Grant program, Congress has established that an individual student may receive up to \$750 (for a first-year student) or \$1,300 (for a second-year student) to pay for higher education, if the student has successfully completed " . . . a rigorous secondary school program of study" Second-year recipients must also have attained at least a 3.0 GPA in their first year of undergraduate education. According to the statute, a rigorous secondary program of study is one that is "established by a State or local educational agency and recognized as such by the Secretary [of Education] . . ." The law also provides that "The Secretary shall recognize at least one rigorous secondary school program of study in each State . . ."

In recognizing these programs, I will respect the authority of each individual State to set graduation requirements, and I will follow the law's directive prohibiting the Department from mandating, directing or controlling State or local curricula, programs of instruction, academic achievement standards or assessments. I will conduct a thorough and transparent review and will be consulting with external stakeholders to aid me in this process.

Because the law requires the U.S. Department of Education to implement the AC Grant program for the 2006-07 academic year, time is of the essence to recognize rigorous secondary school programs of study. For the 2006-07 academic year, each State has the option of submitting a rigorous secondary school program of study to the Secretary for recognition. However, I am concerned about the timing of this process, because only about half of the States have created a statewide Honors or Advanced diploma program of study that they

might consider rigorous, and other options are needed for private and home-schooled students. Students and institutions of higher education need to be able to understand, in the short term, who will be eligible for the aid offered by this program. Having this knowledge as early as possible is crucial to enabling students and financial aid officers to plan for the 2006-07 academic year.

As a first step toward recognition of rigorous secondary school programs of study, it is my intention to recognize all existing Advanced or Honors diploma programs as rigorous secondary school programs of study. A list of the Advanced or Honors programs that I will immediately recognize as rigorous appears in the Attachment. However, after examining the high school graduation requirements in all fifty States, it is clear that many States do not currently have an Advanced or Honors diploma pathway.

Options For Students

Advanced or Honors diploma programs are not available to all high school students and there will likely be States that do not opt to establish a new "rigorous program of study" by the June 1 deadline discussed below. To make it possible for all students to be eligible for these grants, we must create other options for private school students, home-schooled students, students enrolled in Department of Defense Overseas Schools, and students from States that have not designated an Advanced or Honors diploma. In order to cover all of these students, and enable them to understand quickly who is eligible for an AC Grant, I intend to recognize the additional following three options as evidence of rigor in a secondary school program of study (These options are described in detail in the Attachment.)

- *The State Scholars Initiative requirements.* A student may complete the courses required under the State Scholars Initiative. This program, supported by Congress, establishes a required set of courses that is patterned after the recommendations of the National Commission on Excellence in Education. Fourteen States currently participate in this program, which includes four years of English, three years of math, three years of lab science, three-and-one-half years of social studies, and two years of a language other than English. Eight additional States will begin participation in the State Scholars Initiative program this year.
- *A set of courses similar to those required under the State Scholars Initiative.* A student may demonstrate that he or she has completed a set of courses that are similar to the courses required under the State Scholars program.
- *Advanced Placement (AP) or International Baccalaureate (IB) courses and test scores.* A student may demonstrate that he or she has taken two AP or IB courses and received passing scores on the AP or IB tests. This recognition is consistent with the Administration's belief that AP and IB courses demand content mastery from a student, and the Administration's proposal to expand the AP/IB Incentive Program.

This set of options will open up many opportunities for individual students to receive AC Grants. In addition, a State can establish, or request recognition of, a new or different rigorous secondary school program of study and submit information on that program to the Department for recognition for this academic year. **If a State wishes to establish an alternative rigorous secondary school program of study to meet the requirements of this new law, the State Educational Agency must submit its proposal to the Department by June 1, 2006, in order to ensure that we move forward quickly enough for grants to be disbursed in a timely fashion. If a State does not submit a proposal by this date, it will signify its affirmation of the four options for rigor listed above.** Additional details about how to submit this information are in the Attachment.

I am recognizing the set of options identified above as rigorous secondary school programs of study for at least the next two academic years (2006-07 and 2007-08), as we work to implement this grant program quickly and smoothly. If a State seeks recognition of a newly established or different secondary school program of study for the 2007-08 academic year, it should submit information on that program to the Department by November 1, 2006.

Academic Competitiveness Grants in 2008-09 and Beyond

After this initial two-academic-year time frame, I would like to recognize a set of requirements for academic rigor that even more accurately reflects what is required for success in college. Over time, we will recommend a more demanding set of requirements for what is recognized as a rigorous secondary school program of study. This action—which would begin in the 2008-09 academic year—will enable States, schools, families, and students to ready themselves to achieve this higher goal.

In future rulemaking, the Department envisions establishing criteria that it will consider when recognizing additional rigorous secondary school programs of study, as well as other program provisions. The guidelines I set forth below are my suggestions, based on the latest research available to the Department, for working toward a

more accurate reflection of the preparation students need in order to succeed in college. Additional information about these recommendations appears in the Attachment.

First, for the 2008-09 academic year I plan to recommend that the State-defined Advanced or Honors diplomas, State Scholars Initiative requirements, and Advanced Placement or International Baccalaureate courses and test scores would remain as eligibility options.

Second, I plan to recommend raising the standard by which the required set of courses option is recognized for the 2008-09 academic year. At that time, I would recognize a required set of courses as specified for the State Scholars Initiative, with several slight revisions. These revisions would increase the flexibility students would have in their course taking.

SMART Grants: 2006-07 and 2007-08

Under the SMART Grant program, Congress established that qualifying third- or fourth-year students may receive up to \$4,000 per year to pay for higher education, if the student majors in mathematics, science, or a critical foreign language.

The implementation of the SMART Grant program does not present as many implementation obstacles as the AC Grant program does, because institutions of higher education already have most of the information that is required to determine a student's eligibility. The only additional information required is a list of the eligible majors in math, science, technology, engineering, and critical foreign languages. The Department will publish a list of these majors on its Web site.

Conclusion

To improve our nation's economic competitiveness, we must first improve our students' academic performance. The data clearly point to a solution: higher expectations, more rigorous coursework, and a renewed focus on math and science. With AC Grants and SMART Grants, we have two new tools to encourage students to take—and schools to offer—the right courses to prepare students to enter and thrive in college.


In recognizing the rigorous secondary school programs of study described in this letter, I believe we will allow deserving students to participate in this program, and that we will encourage students to prepare themselves academically for success in higher education and the highly competitive workforce. States will also maintain the flexibility to submit a proposal for what they recognize as rigorous.

In addition to helping us administer the AC and SMART Grant programs, we trust that States will communicate about this program to their residents, particularly the educators and parents upon whom students' academic success ultimately depends. We look forward to working with you in the effective and expedient implementation of these grants. Please feel free to contact us if you have any questions.


Sincerely,

/s/

Margaret Spellings

Attachment  PDF | [Word](#)

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STATE SCHOLARS INITIATIVE

*A scholar today ...
A success tomorrow!*

★ ★ ★ ★ THE SCHOLARS CORE

WHY should a student put in the extra effort to be a Scholar? Why should a school or business invest the extra time to make its local State Scholars program work?

Two questions. One answer: A good education has a real-world payoff – for students, for businesses, and for communities

For students, it's a matter of keeping your options open. A rigorous education opens more doors and offers more choices – and that's true whether you decide to go on to a two- or four-year college or to go straight to work (in addition, those who do go to college – right away or later – are more likely to earn a degree). What's more, the stronger your education, the better your standard of living. The annual income of someone with a bachelor's degree, for instance, is almost twice that of a high school grad – over the course of a lifetime, college grads earn almost \$1 million more. But even students who don't go on to college do better, if they've taken academically rigorous courses. Recent research indicates that for high school seniors, an improvement in math performance equals a significant boost in annual earnings.

For the business community, and



SSI asks its Scholars to take a rigorous curriculum in high school. The State Scholars curriculum – which is patterned after the recommendations of the National Commission on Excellence in Education – recommends four years of English, three of math (algebra 1 and 2, geometry), three of lab science (biology, chemistry, physics), three and a half of social studies (chosen from U.S. and world history, geography, economics, and government), and two of a language other than English.

There's a good reason for encouraging students to take a rigorous curriculum. Studies by the U.S. Department of Education and others show a strong link between the academic intensity of students' high school course of study and postsecondary degree completion. For example, students who'd taken four years of English scored an average of 46 points higher on the SAT verbal test than those who'd taken only three; on the ACT, a rigorous curriculum gave students a boost of 2.4 points, on average. And 40 percent of students who take algebra 2 earn a bachelor's degree, compared with 23 percent of those who stop with geometry. In fact, academic intensity is a better predictor than students' high school class rank when it comes to success in college, no matter where they start college or how many institutions they attend.

SSI CORE CURRICULUM

COURSES	YEARS
ENGLISH	4
English I, English II, English III, English IV	
MATHEMATICS	3
Algebra I, Geometry, Algebra II	
SCIENCE	3
Biology, Chemistry, Physics	
SOCIAL STUDIES	3.5
Chosen from U.S. History/10, World History/10, World Geography/10,	

the community at large, the value of the State Scholars Initiative is clear. SSI helps young people attain one of the most important skills they'll use in work and life: the ability to tackle challenging work and learn what they need to know to do it. It creates stronger students, who are ready to master new information; more flexible employees, who are equipped to adapt to the evolving economy; and engaged citizens, who are more likely to be thoughtful and informed

SSI gives students an edge -- one that's of real value to them, as well as to the schools they attend, the companies they work for, and the communities they live in.

Economics/0 5, Government/0 5

LANGUAGES

2 years of a language other than English

2

★★★★

"Students who complete the Scholars course of study are better prepared with the skills, knowledge, and discipline necessary to compete in a global marketplace." James Threadgill, Vice Chairman, BancorpSouth Bank, Tupelo, MS

★★★★



INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 14-16, 2006

SUBJECT

Approval of Temporary Amendment to the Rules Governing High School Graduation Standards

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, 33-1612, 33-1616, Idaho Code.

BACKGROUND

The State Board of Education appointed an accelerated learning taskforce in 2005 to review current graduation rules and propose changes to graduation rules. The Board reviewed proposed changes and approved a pending rule in November of 2005. The rule was not rejected by either the House Education Committee or the Senate Education committee during the legislative session and, as a result, is effective on April 11, 2006. The Joint Finance Appropriation Committee (JFAC) did not allocate the necessary funds to implement the high school graduation rules.

DISCUSSION

The Board approved rules that were designed to increase rigor in Idaho secondary schools in order to ensure that all Idaho students are prepared for post-secondary education programs or employment. The Accelerated Learning Taskforce reviewed research and obtained information from stakeholder groups in an effort to ensure that the new rules were appropriate for Idaho students and that they reflected appropriate expectations for high school students. The Board approved the rules in November of 2005 with a proposed implementation plan beginning in the fall of 2006 and continuing through 2013. This plan incorporated the recommendations of many stakeholder groups in Idaho and included a proposed funding plan for the consideration of JFAC. The Board made a commitment to Idaho educators that if JFAC chose not to provide appropriate funding to ensure that Idaho's students are well-prepared for the future, the Board would suspend the rule until appropriate funding was allocated.

Reverting the rule back to the original text will eliminate the increased graduation requirements for students beginning with the graduating class of 2013. It will also eliminate the requirement for school districts to provide advanced opportunities, the requirement that students take a college entrance examination in eleventh grade and the requirement that all Idaho students complete a senior project. Reverting the rule back to the original text will also eliminate non-substantial changes in wording that were made to reflect the current terms used to describe programs such as professional technical education.

IMPACT

If the Board does not adopt the temporary rule, the high school graduation requirements will remain in effect and school district boards will be required to adopt minimum graduation requirements that reflect the current rule without additional funding.

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If the Board adopts the temporary rule, Board staff will work with the Board to pursue a solution to this issue and will bring a new proposed rule to the Board at the August Board meeting.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board reverse the current rule, continue to gather stakeholder input, refine the implementation plan and propose a rule at the August Board meeting.

BOARD ACTION

A motion to approve the reversal of the temporary rule, effective June 16, 2006, to the rules governing High School Redesign.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are:
(4-1-97)

01. Elementary Schools. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (4-11-06)

b. Additional instructional options as determined by the local school district.
For example:

Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)

a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

~~**b.** (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9).~~ (4-11-06)

~~**eb.**~~ Other required instruction for all middle school students:
Health (wellness)
Physical Education (fitness) (4-11-06)

~~**ec.**~~ Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Professional Technical Education

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Advisory Period (middle school only, encouraged in junior high school)
4-11-06)

03. High Schools (Grades 9-12) ~~(Effective for all students that graduate prior to January 1, 2012).~~ Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. The learning plan outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. ~~(4-11-06)~~(____)

a. Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:

Physical Education (fitness)
Humanities
Professional Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language) (4-11-06)

105. GRADUATION FROM HIGH SCHOOL.

A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

01. Credit Requirements. ~~(4-11-06)~~

~~**a.** *(Effective for all students that graduate prior to January 1, 2012.)* Each students shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year.~~ ~~(4-11-06)~~(6-15-06)T

~~**b.** *(Effective for all students that enter the ninth grade in the fall of 2008 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits.*~~ ~~(4-11-06)~~

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02. Achievement Standards. Each student shall meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)

03. Proficiency (Effective January 1, 2006). Each student shall achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and, at the discretion of the school district or LEA, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (4-11-06)

a. Before appealing to the school district or LEA for an alternate measure, the student must be: (4-11-06)

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

d. The measure must be valid and reliable; and (3-20-04)

e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

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106. ~~ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2007). (RESERVED).~~

~~All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. (4-11-06)~~

107. HIGH SCHOOL GRADUATION REQUIREMENTS.

01. Requirements. ~~(Effective for all students that graduate prior to January 1, 2012.)~~ The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (4-11-06)(6-15-06)T

~~**02. Requirements.** (Effective for all students that enter the ninth grade in the fall of 2008 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty six (46) semester credits and achieve a proficient or advanced score on the ISAT. Thirty one (31) semester credits are required as listed in Subsections 107.01 through 107.07, plus a minimum of fifteen (15) elective credits. All credit bearing classes must be aligned with state high school standards in the content areas for which standards exist. Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (4-11-06)~~

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

043. Mathematics and Science. (4-11-06)(6-15-06)T

~~**a. Mathematics and Science.** (Effective for all students that graduate prior to January 1, 2012.)~~ Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete

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Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-11-06)(6-15-06)T

~~**b.**—Mathematics. (Effective for all students that enter the ninth grade in the fall of 2008 or later but prior to the fall of 2009.) Six (6) credits required beginning with a minimum of algebra I. Secondary mathematics must include two (2) semesters of algebra I; two (2) semesters of geometry; two (2) semesters of algebra II or advanced math beyond Geometry according to standards and courses approved by the State Department of Education (unless an algebra II or advanced math beyond Geometry waiver is granted allowing the student to substitute another course for the two (2) credits of algebra II or advanced math beyond Geometry. If a student completes any of these courses with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must take six (6) credits of high school math in addition to the courses completed in middle school. In order to apply for an algebra II or advanced math beyond Geometry waiver, a parent or guardian must apply on behalf of the child no earlier than fourth quarter of the tenth grade. The parent or guardian must meet with designated school personnel and complete the requirements of the local district or LEA for petitioning the governing school board to grant the waiver. Local school districts or LEAs must establish waiver criteria for algebra II or advanced math beyond Geometry. The criteria must include a meeting with school personnel, parents, and student. In order to meet state graduation requirements, students who are granted algebra II or advanced math beyond Geometry waivers must complete six (6) credits of math, including two (2) credits of algebra I and two (2) credits of geometry.—~~ (4-11-06)

~~**c.**—Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Eight (8) credits required beginning with a minimum of algebra I. Secondary mathematics must includes two (2) semesters of algebra I; two (2) semesters of geometry; two (2) semesters of algebra II or advanced math beyond Geometry according to standards and courses approved by the State Department of Education (unless an algebra II or advanced math beyond Geometry waiver is granted allowing the student to substitute another course for the two (2) credits of algebra II or advanced math beyond Geometry); and two (2) other math credits. If a student completes any of these courses with a grade of C or higher before entering grade nine (9), the student has met the high school content area requirement. However the student must take eight (8) credits of high school math in addition to the courses completed in middle school. In order to apply for an algebra II or advanced math beyond Geometry waiver, a parent or guardian must apply on behalf of the child no earlier than fourth quarter of the tenth grade. The parent or guardian must meet with designated school personnel and complete the requirements of the local district or LEA for petitioning the governing school board to grant the waiver. Local school districts or LEAs must establish waiver criteria for algebra II or advanced math beyond Geometry. The criteria must include a meeting with school personnel, parents, and student. In order to meet state graduation requirements, students who are granted algebra II or advanced math~~

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~~beyond Geometry waivers must complete eight (8) credits of math, including two (2) credits of algebra I and two (2) credits of geometry. (4-11-06)~~

~~**05. Science.** (Effective for all students that enter the ninth grade in the fall of 2008 or later.) (Six (6) credits required). Secondary sciences shall include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment or approved applied science. Four (4) credits of these courses must be laboratory based. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. (4-11-06)~~

064. Social Studies. (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)

075. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)

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

~~**09. College Entrance Examination.** (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. (4-11-06)~~

~~**10. Senior Project.** (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). (4-11-06)~~

~~**1107. Assessment.** A student must achieve a proficient or advanced score on the ISAT. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)~~

~~a. A student received a proficient or advanced scored on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)~~

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- b.** A student appeals for another measure approved by a school district or LEA as outlined in Subsection 105.03; or (4-11-06)
- c.** A student has an IEP that outlines alternate requirements for graduation. (4-11-06)
- d.** The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007. (4-11-06)

 - i.** Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

 - (1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (4-11-06)
 - (2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (4-11-06)
 - (3) A student has an IEP that outlines alternate requirements for graduation; (4-11-06)
 - (4) A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)
 - (5) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)
 - (6) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)
 - ii.** Calendar year of 2007 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

 - (1) A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)
 - (2) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (4-11-06)

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(3) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)

(4) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)

(5) A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)

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TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

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

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

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

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

33-1616. EVALUATIONS AND INTERVENTIONS. Reports shall be submitted by the school districts in such a manner that it is possible to determine for each school building in each school district the percentage of students who are achieving at or above the appropriate grade level on the reading assessment.

In order to maintain the commitment made by the legislature to reading excellence, the statewide goal for reading achievement for spring 2004 shall be not less than fifty-five percent (55%) at or above grade level for kindergarten and not less than sixty percent (60%) at or above grade level for first grade; the goal for spring 2005 shall be not less than fifty-five percent (55%) at or above grade level for kindergarten, not less than sixty-five percent (65%) at or above grade level for first grade, and not less than seventy percent (70%) at or above grade level for second grade; the goal for spring 2006 shall be not less than sixty percent (60%) at or above grade level for kindergarten, not less than seventy percent (70%) at or above grade level for first grade, not less than eighty percent (80%) at or above grade level for second grade and not less than eighty-five percent (85%) at or above grade level for third grade. Notwithstanding the statewide reading achievement goals provided herein, an individual school building will also be deemed to have met the achievement goal if the percentage reading at or above grade level is five percent (5%) or more greater than the percentage for the immediately preceding fall scores. For purposes of this section, the calculations shall be based on students who were enrolled ninety percent [(90%)] of the possible total days of attendance at that school between the fall and spring reading test within that same school year.

The state department of education shall extract data from the reporting forms, after the spring assessment period, and specifically identify those schools whose average reading scores for any grade level have not met the targeted level by the specified date. The department shall prepare a list of these schools and the grade or grades not attaining the achievement goal. This list shall be made available for the public, shall be published in the next issue of the state publication of the department and may be made available on the internet following the spring assessment. In addition, each school so identified shall be notified by the department that should the school experience a similar shortfall in the next ensuing year, a school intervention program may be initiated. The state department of education shall provide for an intervention program which will consist of at least, but not limited to, a site visit by designated personnel from schools that have achieved the state standard and may include others who are familiar with reading achievement. The intervention team shall make recommendations to the district on means for improvement in order to meet and exceed the state's reading goals.

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SUBJECT

Contractor for the Idaho Standards Achievement Tests (ISAT)

REFERENCE

December 2001

The Board authorized the Executive Director of the Office of the State Board (OSBE), working with the Division of Purchasing, to enter into negotiations with the Northwest Evaluation Association (NWEA) to develop the ISAT.

APPLICABLE STATUTE, RULE, OR POLICY

Administrative Code, IDAPA 08.02.03.111

BACKGROUND

In 2001, the Idaho State Board of Education (SBOE) adopted the Idaho Standards Achievement Tests (ISAT) as a statewide standards-based assessment for students in selected grades. On January 6, 2002, President George W. Bush signed the No Child Left Behind Act of 2001 (NCLB) into law. NCLB required the use of statewide tests for accountability purposes as of school year 2001-2002. The Northwest Evaluation Association was awarded a multi-year contract in January 2002 to develop the ISAT in response to NCLB requirements, Idaho Code Sections 33-116, 33-118, 33-1612 and Administrative rules, IDAPA 08.02.03.111.

DISCUSSION

On February 17, 2006, the Idaho Division of Purchasing released a Request for Proposals (RFP) for the Development and Administration of the Idaho Standards Achievement Tests on behalf of OSBE. The RFP was released in response to Division of Purchasing rules that require all expiring contracts to be competitively rebid.

The bidding process closed on April 10, 2006. The Division of Purchasing reviewed bids that were submitted to determine if they were responsive to the RFP criteria. The technical merits of the proposals were evaluated by the review committee on May 1. The committee recommended awarding the contract to Data Recognition Corporation (DRC) pending a review of the budget by OSBE staff. Staff reviewed the budget and determined sufficient funds were available, however, a supplemental budget will need to be requested to cover costs associated with having two contractors during the transition period. See attached budget for FY07 and FY08.

IMPACT

NWEA will be responsible for administering the fall ISAT under a contract extension to December 31, 2006. The DRC contract will begin on July 1, 2006. OSBE will need to submit a supplemental budget request to the Division of Financial Management and Legislative Services to cover the estimated \$2 million

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in costs associated with the overlap of the two contracts. The overlap is necessary to allow sufficient time for DRC to prepare the Spring ISAT test and to develop test items that will be owned by the state of Idaho.

ATTACHMENTS

Attachment 1 – FY07 and FY08 Budget

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STAFF COMMENTS AND RECOMMENDATIONS

Staff also reviewed the technical merits of the DRC proposal and the budget. Staff supports the review committee's recommendation to award the contract to Data Recognition Corporation.

BOARD ACTION

A motion to authorize 1) the Executive Director of the Office of the State Board of Education, working with the Division of Purchasing, to enter into negotiations with, and award the contract to, Data Recognition Corporation to develop and administer the ISAT, 2) to extend the Northwest Evaluation Association's contract to December 31, 2006 and 3) authorize the Office of the State Board of Education to submit a supplemental request to the Division of Financial Management and Legislative Services.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

OFFICE OF THE STATE BOARD OF EDUCATION
Standards, Assessment and Accountability
Operating Budget FY 2007

	General	Federal	Total
1 Federal Fund Carryover FY 2006 to FY 2007		\$ 1,169,300.00	\$ 1,169,300.00
2 FY 2007 - General Fund Appropriation & Federal Fund Award	2,331,300	4,195,500	6,526,800
3 <u>Total Estimated Available Funds</u>	<u>\$ 2,331,300</u>	<u>\$ 5,364,800</u>	<u>\$ 7,696,100</u>
4			
5 <u>PROGRAM COSTS</u>			
6			
7 <u>Personnel Costs</u>			
8 2.0 FTP Program Manager & Business Specialist	7,600	148,100	155,700
9 .25 Federal Programs Manager		19,100	19,100
10			
11 Total Personnel Costs	\$ 7,600	\$ 167,200	\$ 174,800
12			
13 <u>Operating Expenditures</u>			
14 DRC Contract Year 1	2,371,400	3,609,600	5,981,000
15			
16 Limited English Proficiency Assessment		600,000	600,000
17			
18 ISAT-Related	250,500	988,000	1,238,500
19			
20 <u>Total Operating Expenditures</u>	\$ 2,621,900	\$ 5,197,600	\$ 7,819,500
21			
22 <u>NWEA Cost for 6 month extention for contractor overlap</u>	1,700,000		1,700,000
23			
24 <u>TOTAL ESTIMATED EXPENDITURES (PC & OE)</u>	<u>\$ 4,329,500</u>	<u>\$ 5,364,800</u>	<u>\$ 9,694,300</u>
25			
26 <u>Estimated Shortfall</u>	<u>\$ (1,998,200)</u>		<u>\$ (1,998,200)</u>

**OFFICE OF THE STATE BOARD OF EDUCATION
Standards, Assessment and Accountability
Operating Budget FY 2008**

	<u>General</u>	<u>Federal</u>	<u>Total</u>
1 Federal Fund Carryover FY 2006 to FY 2007			
2 FY 2007 - General Fund Appropriation & Federal Fund Award	\$ 2,331,300.00	\$ 4,195,500.00	\$ 6,526,800.00
3 <u>Total Estimated Available Funds</u>	<u>\$ 2,331,300</u>	<u>\$ 4,195,500</u>	<u>\$ 6,526,800</u>
4			
5 <u>PROGRAM COSTS</u>			
6			
7 Personnel Costs			
8 2.0 FTP Program Manager & Business Specialist	7,600	148,100	155,700
9 .25 Federal Programs Manager		19,100	19,100
10			
11 Total Personnel Costs	\$ 7,600	\$ 167,200	\$ 174,800
12			
13 <u>Operating Expenditures</u>			
14 DRC Contract (1)	1,564,700	3,385,300	4,950,000
15			
16 Fall and Winter ISAT (option 18)	864,700		864,700
17			
18 Limited English Proficiency Assessment (Will be requested as Line Item in FY2008 budget)			
19			
20 ISAT-Related	50,500	643,000	693,500
21			
22 <u>Total Operating Expenditures</u>	\$ 2,479,900	\$ 4,028,300	\$ 6,508,200
23			
25 <u>TOTAL ESTIMATED EXPENDITURES (PC & OE)</u>	<u>2,487,500</u>	<u>4,195,500</u>	<u>6,683,000</u>
26			
27 <u>Estimated Shortfall</u>	<u>\$ (156,200)</u>		<u>\$ (156,200)</u>

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

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.03
Rules Governing Thoroughness

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually. The State Board of Education will provide oversight for all components of the comprehensive assessment program. The State Department of Education will be responsible for the administration of assessment efforts as provided for by the State Board of Education. (3-15-02)

02. Purposes. The purpose of assessment in the public schools is to: (3-15-02)

- a. Measure and improve student achievement; (3-15-02)
- b. Assist classroom teachers in designing lessons; (3-15-02)
- c. Identify areas needing intervention and remediation, and acceleration; (3-15-02)
- d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)
- e. Inform parents and guardians of their child's progress; (3-15-02)
- f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)
- g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)
- h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), and the Idaho Standards Achievement Tests (ISAT). (3-20-04)

04. Testing Population. All students in Idaho public schools, grades kindergarten through ten (K-10), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (4-6-05)

a. All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.03.d.iv., who receive a score in the low range on the State Board of Education approved language acquisition proficiency test and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take an English Proficiency test approved by the Board in lieu of the reading/language usage ISAT, but will still be required to take the math ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.03. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in Subsection 112.02. (4-11-06)

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (5-3-03)

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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. Grade 12 - National Assessment of Educational Progress. (4-11-06)
- m. *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)

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

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10. **Services.** The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

11. **Test Security, Validity and Reliability.** Test security is of the utmost importance. School districts will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. (3-20-04)

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window. (3-20-04)

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

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

12. **Demographic Information.** Demographic information will be required to assist in interpreting test results. It may include but not be limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (5-3-03)

13. **Dual Enrollment.** For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 2-9 and High School). (5-3-03)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (4-6-05)

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies. (3-15-02)

v. Health. (3-15-02)

vi. Humanities. (3-15-02)

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