

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008**

TAB	DESCRIPTION	ACTION
1	STRATEGIC PLANNING PROCESS OF THE UNIVERSITY OF IDAHO'S LAW SCHOOL	Information Item
2	MODIFICATION OF EXISTING PROGRAM: NEW DELIVERY METHOD AND FUNDING STRUCTURE –BACHELOR OF SCIENCE IN NURSING, DISTANCE DELIVERY, SELF SUPPORT – BOISE STATE UNIVERSITY	Motion to Approve
3	DUAL CREDIT UPDATE	Information Item
4	IDAHO/WASHINGTON RECIPROCITY AGREEMENT	Motion to Approve
5	NATIVE-AMERICAN HIGHER EDUCATION COMMITTEE UPDATE	Information Item
6	RECOGNITION OF STEVENS-HENAGER COLLEGE'S ACCREDITING AGENCY	Motion to Approve
7	IDAHO ENGLISH LANGUAGE ASSESSMENT (IELA) CONTRACT EXTENSION	Motion to Approve
8	DISTRIBUTION OF \$500,000 FOR ADVANCED OPPORTUNITIES TRAINING	Motion to Approve
9	ADVANCED PLACEMENT TEST FEE WAIVER PROGRAM	Motion to Approve

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10	UPDATE ON THE DEAF/HEARD OF HEARING AND BLIND OR VISUALLY IMPAIRED DELIVERY MODEL RECOMMENDATIONS	Information Item
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11	APPROVAL OF THE IDAHO ACCOUNTABILITY WORKBOOK	Motion to Approve
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UNIVERSITY OF IDAHO

SUBJECT

College of Law Planning Update

REFERENCE

October 11, 2007	Information item presented to Regents – update on status of strategic planning process.
April 17, 2008	Regent approval of the request by the University of Idaho for authority to proceed with implementation planning for the two location concept.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Z
Idaho State Board of Education Governing Policies & Procedures, Section V.K.

BACKGROUND

The University of Idaho is charged with the statewide mission for legal education. The University fulfills that mission through the College of Law, which will mark its centennial in 2009. Throughout 2007, the College has been engaged in a strategic planning process to determine how best to fulfill this statewide mission in the College's "second century." The College reported on its progress at the October 2007 meeting in Lewiston. The University received approval from the regents to proceed with implementation planning for the two location concept at the April 2008 meeting in Moscow.

DISCUSSION

Dean Donald Burnett of the College of Law will present a short summary of the progress to date, and Idaho Supreme Court Chief Justice Daniel Eismann will present a short update on collaborative planning for the proposed Idaho Law Learning Center in Boise.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments at this time.

BOARD ACTION

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

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Z. Delivery of Postsecondary education

April 2005

Z. Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses

4. Academic Planning Process

a. General Provisions

- (1) Each institution will create and maintain an eight (8) year rolling, academic plan that describes the programs, courses and services to be offered by the institution and by other public, postsecondary institutions governed by the Board to respond to the educational and workforce needs of the state, or a service region, as appropriate (with respect to each institution, the "Plan"). Plans should be developed pursuant to a process of collaboration and communication with and among the other institutions within the state.
- (2) Plans will be submitted to the Office of the Idaho State Board of Education ("OSBE") for review and approval by the Idaho State Board of Education (the "Board") in accordance with a schedule to be developed by the Chief Academic Officer of the Board (the "CAO"). Plans will be submitted first to the Council for Academic Affairs and Programs ("CAAP") at least sixty (60) days prior to submission to OSBE for review, discussion and coordination among CAAP members. Upon submission of the Plans to OSBE, the CAO will review the Plans for the purpose of optimizing through collaboration and coordination among the institutions the cost-effective delivery of quality programs and courses, access to such programs and courses, the avoidance of duplication of programs and courses and the efficient use of resources. The CAO will provide recommendations to the Board for enhancements, if any, to the Plans, no later than thirty (30) days prior to approval by the Board. The Plans will be used to advise and inform the Board in its work to plan and coordinate educational programs throughout the state. Each institution will be responsible for updating its Plan as follows:
 - (a) Plans pertaining to the delivery of programs and courses for baccalaureate degrees and postgraduate degrees will be updated and submitted to CAAP and OSBE every two (2) years in accordance with a schedule to be developed by the CAO and in accordance with the timelines set forth above.

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- (b) Plans pertaining to the delivery of programs and courses for associate level degrees or professional-technical degrees or certificates may be updated and submitted to CAAP and OSBE on an as needed basis in accordance with a schedule to be developed by the CAO. Plans for these programs and courses will be approved by the CAO.
- (3) The CAO will develop an academic plan form to be used by institutions as a guide for providing the information requested herein.

c. Regional Planning Process

(1) Designated Institution Plan

The designated institution in a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) will create and maintain a Plan that describes the programs and courses to be offered to respond to the educational and workforce needs of its primary service region. It is intended that designated institutions communicate and collaborate with other institutions located outside of the service region in developing its Plan. If, in the course of developing or updating its Plan, the designated institution identifies a need for the delivery of a program or course within its service region, and the designated institution is unable to provide the program or course, the designated institution will coordinate with an institution located outside of the service region (a “partnering institution”) to deliver the program or course in the service region. This will be done pursuant to an MOU to be entered into between the designated institution and the partnering institution in accordance with Section 4 below. Each Plan developed by a designated institution will include at least the following:

- (a) A needs assessment that identifies the ongoing and future workforce and educational needs of the region.
- (b) A description of the academic programs and courses to be delivered in the service region, or outside of the service region, by the designated institution and the resources to be employed.
- (c) A description of regional mission programs and courses offered, or to be offered, in the service region by partnering institutions, including any anticipated transition of programs or courses to the designated institution.
- (d) A description of statewide mission programs and courses to be offered in the service region by the statewide mission owning institution or by the designated institution.

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- (e) A summary of the terms of MOUs, if any, entered into between the designated institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: K. Construction Projects

April 2002

K. Construction Projects

1. Major Project Approvals - Proposed Plans

Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', school's or agencies' six-year capital plan must receive Board approval.

2. Project Approvals

Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category (construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

3. Fiscal Revisions to Previously Approved Projects

Project revisions that substantially alter the use of the project causing changes in project costs between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) must first be submitted to the executive director for review and approval. Changes in project costs of more than five hundred thousand dollars (\$500,000) must first be submitted to the Board for its

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review and approval. Requests must be supported by a revised detailed project budget and justification for changes.

4. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution, school or agency are accepted by the institution, school or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

5. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.
- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

BOISE STATE UNIVERSITY

SUBJECT

Modification of Existing Program: new delivery method and funding structure – Bachelor of Science in Nursing, Distance Delivery, Self Support – Boise State University

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4(a) and 5(a), Program Approval and Discontinuance
Section 33-107 (7) and 33-4005, Idaho Code
Role and Mission – Boise State University

BACKGROUND

In accordance with Board policy III.G.5.(a) (2) and (3), The Chief Academic Officer shall forward program requests to the Council on Academic Affairs and Programs (CAAP) committee for its review and recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action. A request for a program change with an impact of greater than \$250,000 may require board approval.

DISCUSSION

Boise State University proposes to implement a self-support program taught entirely by distance methods for Registered Nurses (RNs) wishing to complete their baccalaureate degree. Boise State predicts that each year approximately 100 students with an Associate of Science in Nursing will enter the program and approximately 95 will graduate.

Boise State has historically offered an Associate of Science (AS) nursing degree accompanied by a Bachelor of Science (BS) nursing degree program. Increasingly, employers are requesting that students graduate from RN professional nursing programs with a baccalaureate degree. However, only approximately 33% of nurses are continuing at Boise State for their baccalaureate degree. Follow-up with graduates indicate work schedules are interfering with students being able to return to class. Follow-up with employers indicates reluctance on the part of unit managers to allow new graduates time off of work to return to school. Local employers and graduates are requesting a more convenient route for students to complete their BS degree.

For RNs who do not want to decrease their work hours to return to school, the required in-person meetings of BSU's present program can be problematic. In addition, the current clinical experience for the RN graduate wanting to continue for a BS degree is the same traditional clinical experience as it is for unlicensed students. Although these are outstanding experiences, there are more flexible ways that RNs can gain competency in baccalaureate level skills.

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The proposed program will offer sections of required senior classes that are taught entirely by distance methods and will restructure clinical courses so they can be completed primarily in the facility in which the RN is currently employed and/or in the community in which they live. Boise State conducted a trial of this model of class and clinical experiences in spring semester 2007 with returning RNs and it worked quite well.

There is substantial need for the proposed program because of the large number of RNs in the Treasure Valley who have associates degrees. The St. Luke's system currently employs approximately 1300 RNs of which approximately 45% have an AS degree; that is a pool over 500 RNs without a baccalaureate degree. St. Alphonsus employs over 500 RNs of which 50% have an AS degree; that is a pool of over 250 nurses without a baccalaureate degree. Both of these large facilities have indicated a desire for all of their RNs to be prepared with a BS degree. In addition, the Treasure Valley is receiving associate degree graduates from the College of Southern Idaho and Apollo College. It is also anticipated the College of Western Idaho will offer an associate degree nursing program. Therefore, there will continue to be a steady supply of associate degree prepared nurses who will benefit from the proposed baccalaureate degree completion program.

IMPACT

No appropriated funds are required for the proposed program.

	FY 2009	FY 2010	FY 2011
Expenditures			
A. Personnel	\$117,718	276,815	345,877
B. Operating Expenditures	\$48,500	58,500	58,000
C. Capital Outlay	\$10,000	10,000	10,000
D. Physical Facilities	\$7,530	41,016	71,894
E. Indirect Costs	\$0	\$0	445,771
Total Expenditures	\$143,748	\$346,331	\$445,771
Revenue			
A. Source of Funds			
1. Appropriated funds -- Reallocation	0	0	0
2. Appropriated funds -- New MCO	0	0	0
3. Federal funds	0	0	0
4. Other grants	0	0	0
5. Fees	\$143,748	\$346,331	\$445,771
6. Other:	0	0	0
Total Revenues	\$143,748	\$346,331	\$445,771
B. Nature of Funds			
1. Recurring*	0	0	0
2. Non-recurring**	\$143,748	\$346,331	\$445,771
Total Revenues	\$143,748	\$346,331	\$445,771

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ATTACHMENTS

Attachment 1 – Notice of Intent

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STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's request to offer a Bachelor of Science in Nursing Completion Program to be offered via distance delivery and with self-supported funding has been reviewed by the Council on Academic Affairs and Programs (CAAP) committee, which recommended approval on June 3, 2008. Staff notes that Idaho State University and Lewis-Clark State College also have a Bachelor of Science in Nursing Completion Program offered online. Institutions have expressed their support for BSU's request and feel there is a significant pool of RNs with Associate Degrees in the state to accommodate all three BSN Completion programs. IRSA, CAAP, and Board staff recommends approval as presented.

BOARD ACTION

A motion to approve the request by Boise State University to offer its existing Bachelor of Science in Nursing via distance delivery method using a self support funding method.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

NOTICE OF INTENT

To initiate a

New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: Boise State University

Name of College, School, or Division: College of Health Sciences

Name of Department(s) or Area(s): Nursing

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
 Academic X Professional - Technical _____

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

NURSING BS COMPLETION: Distance Method
 (Degree or Certificate)

Proposed Starting Date: Fall 2008

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

- ☐ Program Component (major/minor/option/emphasis)
- ☐ Off-Campus Activity/Resident Center
- ☐ Instructional/Research Unit
- ☐ Addition/Expansion
- ☐ Discontinuance/consolidation
- ☐ Contract Program
- ☒ Other Nursing BS completion: distance methods

James T. Givai 3/19/08
 College Dean (Institution) Date

Shay Pearson 3/19/08
 Chief Fiscal Officer (Institution) Date

Mike Anderson 3/28/08
 Chief Academic Officer (Institution) Date

Bob Kurstra 3/28/08
 President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Deety Sanchez, Program Specialist

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 8/9/06

IRSA

Page 1

TAB 2 Page 5

Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

We propose to implement a self-support program taught entirely by distance methods for RNs wishing to complete their baccalaureate degree. This will be accomplished by adding totally distance sections of required senior classes that are taught entirely by distance methods and by restructuring clinical courses so they can be completed primarily in the facility in which the RN is currently employed and/or in the community in which they live. We conducted a trial of this model of class and clinical experiences in spring semester 2007 with returning RNs. The student and faculty feedback was exceedingly positive. The projects that students completed were just as rigorous as the projects that were completed by unlicensed students.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

The Boise State University Department of Nursing has historically offered an Associate of Science (AS) nursing degree accompanied by a Bachelor of Science (BS) nursing degree program. Increasingly, employers are requesting that students graduate from RN professional nursing programs with a baccalaureate degree. In response to this need, the department implemented the "One Front Door" program to increase flexibility and increase the number of students who could work with an AS and then complete their BS degrees while working.

Six years into this new curriculum, only approximately 33% of nurses are continuing at Boise State for their baccalaureate degree. Follow-up with graduates indicate work schedules are interfering with students being able to return to class. Follow-up with employers indicates reluctance on the part of unit managers to allow new graduates time off of work to return to school. Local employers and graduates are requesting a more convenient route for students to complete their BS degree.

Currently, RNs (i.e. those with Associate Degrees) wishing to return to school at Boise State University attend senior year classes with unlicensed students working on a BS degree. Classes are offered in a hybrid format, meeting on campus 5-6 times per semester, with the remainder online. This format works well for students who are not working full-time. For RNs who do not want to decrease their work hours to return to school, the required in-person meetings can be problematic for some students. In addition, the current clinical experience for the RN graduate wanting to continue for a BS degree is the same traditional clinical experience as it is for unlicensed students. While these are outstanding experiences, there are more flexible ways that RNs can gain competency in baccalaureate level skills.

There are a large number of RNs in the Treasure Valley who have associates degrees. The St. Luke's system currently employs approximately 1300 RNs of which approximately 45% have an AS degree; that is a pool over 500 RNs without a baccalaureate degree. St. Alphonsus employs over 500 RNs of which 50% have an AS degree; that is a pool of over 250 nurses without a

baccalaureate degree. Both of these large facilities have indicated a desire for all of their RNs to be prepared with a BS degree. In addition, the Treasure Valley is receiving associate degree graduates from the College of Southern Idaho and Apollo College. It is also anticipated the College of Western Idaho will begin an associate degree nursing program. Thus, there will continue to be a steady supply of associate degree prepared nurses to support our proposed baccalaureate degree completion program for many years to come.

Online nursing baccalaureate degree completion programs are presently offered statewide by ISU and by LCSC. Although the proposed program will also be available statewide, it primarily will serve the interests of already-employed Treasure Valley students who need the flexibility and convenience provided by an online format and who have strong ties to BSU because of their previous educational experience and interactions with faculty.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The program is fully approved by the Idaho State Board of Nursing and fully accredited by the National League for Nursing Accrediting Commission.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

Note: this chart depicts enrollment and graduation numbers for BS Nursing completion programs offered by distance; it does not depict numbers for programs completed via traditional methods.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU	0	0	0			
CSI						
EITC						
ISU	40	40	40	40	40	40
LCSC	18	0	0	0	0	0
NIC						
UI						

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	BS Nursing Online Degree Completion (proposed)	N/A	N/A
CSI			
EITC			
ISU	BS Nursing Online Degree Completion	N/A	N/A
LCSC	BS Nursing Online Degree Completion	N/A	N/A
NIC			
UI			

Presently, ISU and LCSC offer BS Nursing degree completion programs using distance methods. As with all programs offered via distance methods, the ISU and LCSC programs are available statewide, and the proposed Boise State program will also be available statewide. The creation of the proposed Boise State program will not limit the availability of the ISU and LCSC programs in any part of the state.

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Boise State University has a continuing emphasis in health studies. Nursing is an over-subscribed major throughout the state. Local employers in Boise are requesting more emphasis on BS completion as a way to have the majority of nurses in hospitals prepared with a BS degree in nursing.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes ____ No X

If not on 8-year plan, provide a justification for adding the program.

N/A: Not a new program.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY 08	FY 09	FY 10	Total
A. Expenditures				
1. Personnel	117,718	276,815	345,877	740,410
2. Operating	48,500	58,500	58,000	165,000
3. Capital Outlay	10,000	10,000	10,000	30,000
4. Facilities/other	7,530	41,016	71,894	120,440
TOTAL:	143,748	346,331	445,771	1,055,850
B. Source of Funds				
1. Appropriated-reallocation				
2. Appropriated -- New				
3. Federal				
4. Other: Fees	60,300	365,157	673,945	1,099,401
TOTAL:	60,300	365,157	673,945	1,099,401
B. Nature of Funds				
1. Recurring *	60,300	365,157	673,945	1,099,401
2. Non-recurring **				
TOTAL:	60,300	365,157	673,945	1,099,401

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

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

Note that no recurring appropriated funds will be used for this program. The program is entirely self-support.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: G. Instructional Program Approval and Discontinuance Rev-August 9, 2007

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

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Non-substantive changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

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 the manner prescribed.
- (2) Academic requests will be forwarded to the Chief Academic Officer. The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. 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) Professional-technical requests will be forwarded to the State Administrator of the Idaho Division of Professional-Technical Education for review and recommendation. The Administrator shall forward the request to the CAAP for its review and recommendation. If the CAAP and/or PTE administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the Division and the State Board of Education.
- (4) 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 next CAAP meeting for initial review prior to being forwarded to the Board for approval.
- (5) 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. Executive Director Approval Procedures

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- (1) All academic requests delegated for 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 the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. All professional-technical requests delegated for approval by the Executive Director will be forwarded to the State Administrator of Professional-Technical Education for review and recommendation. At the discretion of the State Administrator, the request may be forwarded to the CAAP for review and recommendation.
- (2) Requests will then be submitted, along with the recommendations, to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days.
- (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 Board for final reconsideration.
- (4) Distance Learning Delivery and Residence Centers

All academic and professional-technical programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted using the process outlined above.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY – continued

**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**

33-4005. POWERS AND DUTIES OF THE BOARD OF TRUSTEES. The board of trustees of said college upon proper conveyance thereof, shall have all rights and title to real estate and personal property of said college, control over all buildings, power to elect presidents and contract with faculty of said college, supervise students and all powers and duties with reference to said college as are now granted by the statutes of the state of Idaho to the board of regents of the University of Idaho, and the board of trustees of Idaho State University as set forth in Chapters 28, 29, 30, 36, 37 and 38 of Title 33, Idaho Code, as the same may hereafter be amended, are fully empowered to exercise said powers and assume such duties with relation to said college from and after January 1, 1969, unless otherwise specifically authorized herein to the exercise of said powers prior to said date.

**Role and Mission
Boise State University**

1. Type of Institution

Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.

Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services*

Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs

Associate Education: Offers a wide range of associate degrees and some qualified professional programs

Graduate: Offers a variety of masters and select doctoral degrees consistent with state needs

Certificates/Diplomas: Offers a wide range of certificates and diplomas

Research: Conducts coordinated and externally funded research studies

Continuing Education: Provides a variety of life-long learning opportunities

Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs

Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies

3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Boise State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

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SUBJECT

Dual Credit Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Y.3.b., Advanced Opportunities
Idaho Standards for Advanced Opportunities Programs
House Concurrent Resolution No. 48
House Bill No. 672

BACKGROUND

During the 2008 Legislative Session, the House of Representatives Education Committee introduced House Concurrent Resolution (HCR) 48, which encourages the Governor's Office, State Board of Education, State Department of Education, and colleges and universities to engage in discussion with members of Legislature regarding "challenges facing efforts to increase concurrent enrollment and proposing solutions that can become the foundation for policy discussion during the next legislative session."

Each of the public colleges and universities, in addition to Northwest Nazarene University, has a representative participating in an already formed Concurrent Enrollment Coordinator's group. They have been meeting twice a year to discuss issues and concerns relating to dual credit. Board staff participates in these meetings. The Coordinators also developed a statewide brochure to increase awareness of dual credit opportunities with institutions.

DISCUSSION

The Legislature allocated \$50,000 to the State Department of Education to create a taskforce that would develop a statewide, unified plan for the delivery of dual credit courses to Idaho high schools students. Per House Bill 672, legislators will be appointed to this taskforce, and Superintendent Luna will appoint other members, which will be comprised of representation from public school administrators, teachers and board members, institutions of higher education, the State Department of Education and the State Board of Education, and private industry. The taskforce is charged with delivering its recommendations to the Governor and the 2009 Idaho Legislature.

ATTACHMENTS

Attachment 1 – White Paper: Issues/Concerns	Page 3
Attachment 2 – Idaho's Institutions of Higher Ed Dual Credit Summary	Page 6
Attachment 3 – Idaho's Dual Credit Program Brochure	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be working with the State Department of Education on this taskforce. They have scheduled their first Concurrent Credit Task Force meeting

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for Wednesday, July 23, 2008. The Concurrent Enrollment Coordinators have provided a report for the Board's review and information.

BOARD ACTION

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

Attachment 1

Dual Credit/Concurrent Enrollment Issues/Concerns

June 6, 2008

Selena M. Grace

Data Management Analyst/Grant Developer

Introduction

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

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

Analysis

Quality of instructors:

Board Policy states: Instructors teaching college or university courses through dual credit meet academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development (Section III.Y.(FI)).

Issues/Concerns: The "or provisions are made" statement permits institutions to allow high school faculty who do not meet institutional teaching standards to teach dual credit classes. The concern is that high school teachers are teaching college level courses and they are not qualified to teach them.

Issues/Concerns: The institutions cannot find qualified instructors at the high school level. For the high school teachers who may already have a Master's degree, many of

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them have an MA in Education or Curriculum and Instruction rather than a master's degree in the content area.

Teacher/School District Incentives:

Board Policy states: Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, students' costs are established, compensation for the teacher is identified, etc. (Section III.Y.(AE6)).

Issues/Concerns: Currently there is no uniform policy on what "compensation" a teacher or school district may receive. There is concern about high schools "pitting" the institutions against each other because one institution will pay more than another. Some institutions pay either the high school teacher or the school district adjunct salary based on the number of students in the class while other institutions may only offer a few hundred dollars and professional development courses for their high school teachers. In addition, many of the institutions are providing the text books for the high school.

Costs Associated:

Board Policy states: Costs for high schools students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is reviewed annually by the Council on Academic Affairs and Programs (CAAP) at their April meeting to ensure the rate is comparable among institutions within the state and in comparison to adjacent states (Section III.Y.(AE5)).

Issues/Concerns: At their April 2008 meeting, CAAP agreed they were in favor of continuing the currently charged \$65 per credit hour fee. This fee is only for high school students enrolled in dual credit classes taught at the high school, and in almost all cases, taught by a high school teacher. There are several institutions who charge the reduced \$65 per credit hour fee regardless of where the class is taught or whether or not it is a high school teacher or a college professor teaching the class.

There are multiple delivery methods for dual credit classes:

- class is taught at the high school by a high school teacher;
- class is taught at the high school by a college professor;
- class is taught at the institution campus by a college professor
- class is taken via distance learning delivery methods

Depending on the delivery method, some institutions charge a part-time per credit hour fee, which varies by institution. None of the institutions charge an application fee.

Issues/Concerns: There is a burden on the academic departments. Academic departments provide classroom visitations, review applicant qualifications, review syllabi for content, provide academic oversight, help assess quality of classes, and lead professional development opportunities in the content area; all of which are unfunded.

Terminology:

Currently, Board Policy only defines the term “Dual Credit,” and there is confusion or overlap in usage of that term with “concurrent enrollment.” The National Alliance of Concurrent Enrollment Partnerships, the national accrediting entity, uses the term “concurrent enrollment.” In addition to the inconsistency in terminology used across the state and within programs, each institution has a different name for each of their “dual credit” programs.

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Attachment 2

Idaho Institutions of Higher Ed Dual Credit Summary
January 2008

	Cost	Student/Teacher Eligibility	Student Benefits	HS Teacher Benefits	Program Set-up	Registration Process
Boise State University Fabiola Juarez-Coca 426-2281	<u>Cost to Student:</u> \$65 per credit with No application fee	<u>Student:</u> --16 years old or have completed half of their high school graduation requirements -- 3.0 G.P.A. (exceptions can be made by the high school teacher) -- Permission of parent/guardian <u>High School Teacher:</u> --The academic department approves the high school teacher to teach the course. Typically a Master's in the field is required. Or a Bachelor's in the field with 18 graduate credits.	--Student ID card --Access to Albertsons Library --Access to the First-Year writing center --Access to labs --Email account	--Staff ID Card --Access to Albertsons Library --Access to Teaching & Learning Center --Professional development opportunities from BSU academic Departments ----Campus visits w/lunch for their students. --Program provides financial classroom support in the form of books, lab supplies, and direct stipends to the instructors or the school district. --Teacher Orientation in August.	--Official name is Concurrent Enrollment Program. --- Program is housed Division of Extended Studies. --Reports directly to Mark Wheeler, Dean, and indirectly to Provost. --Two professional staff members, Director and Coordinator, and two student assistants --Focus of the program is to offer dual credit in general academic courses on the high school campus. --Work with IDLA for on-line courses	--Classes are semester and year-long. Registration takes place in the fall for year-long classes and fall semester classes. --Director and Coordinator visit each classroom where a class is offered and address the students. --High school teachers submit final grades on-line at the end of the class.

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<p>College of Southern Idaho</p> <p>John Miller 732-6280</p>	<p><u>Cost to Student:</u> \$65 per credit, including HS based, CSI campus based, and internet based classes. No application fee</p> <p><u>Cost to Institution:</u></p>	<p><u>Student:</u> --16 years old or have completed half of their high school graduation requirements</p> <p><u>High School Teacher:</u> A Masters degree in an appropriate content area; or a content related academic department at CSI approves the high school teacher after a review of vita and interview or classroom visit with the high school instructor.</p>	<p>--Access to the CSI library, counseling and advising services. --Student need-based scholarships available through the CSI Foundation and various grant opportunities.</p>	<p>--Professional development opportunities and direct mentoring from instructors in a related department at the College of Southern Idaho. --Program provides for an administrative stipend paid to dual credit instructors based on their student enrollment and the credit value attached to the class/lab activity. --Practical and administrative support through the office of Instructional Dean. --Upon request, assistance in acquiring and funding textbook and related equipment purchases.</p>	<p>Program is known as dual credit. The program is directed by the Instructional Dean for Off-Campus Education at CSI. The Dean has clerical support but no additional staff members assisting in this program.</p> <p>The program is designed to deliver dual credit opportunities in the host high school, on the CSI campus, or via the internet. CSI will serve schools out of region upon request of that school and its administration.</p> <p>Special emphasis is placed on developing dual</p>	<p>-Classes are semester and year-long. Registration takes place in the fall for fall classes and in the spring for full year or spring delivery classes. --Client high schools have regular site visits from the Instructional Dean in order to personalize dual credit delivery and to assist with registration paperwork and distance delivery issues. --High school teachers receive on-line student evaluations and submit final grades electronically at the end of the course.</p>
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				--Teacher Orientation in January and August with related departments from CSI.	credit opportunities in rural schools and forming partnerships with the IDLA for additional delivery of dual credit coursework in the virtual classroom.	
Idaho State University Barbara Bishop 282-2633	<u>Cost to Student:</u> \$65/credit for all dual credit classes; no application fee \$65 per credit for distance learning and web courses (space available with priority for degree-seeking students) \$169 per credit (part-time cost less activity fees) for on-campus courses <u>Cost to Institution:</u> Training, processing of registration and	<u>Student:</u> --16 years old or have completed half of their high school graduation requirements -- 3.0 G.P.A. (exceptions can be made by the high school teacher or counselor) -- Permission of parent/guardian <u>High School Teacher:</u> --The academic department approves the high school teacher to teach the course. Typically a Master's in the	--Student ID card --Access to Library --Access to tutors in Center for Teaching and Learning --Access to labs- with payment of computer account fee --Email account --Student rates for on-campus movies, --limited access to other student activities	----Access to Library including on-line reference subscriptions, interlibrary loans --Email account --Access to Center for Teaching & Learning --Mentoring by ISU faculty liaison assigned to each high school teacher. Mentors are paid for time and travel --Professional development opportunities from ISU academic	--Official name is Early College Program. ---Program is under Admissions, Recruitment and Continuing Ed. --Report directly to Scott Teichert, Director, and indirectly to Associate Provost of Enrollment Management and Provost. --Two professional staff members, Director and Coordinator, with clerical	--Classes are semester, trimester and year-long. Registration takes place in the fall for year-long classes and fall semester classes, in January for spring semester and at beginning of each trimester. --Director and/or Coordinator visit each classroom where a class is offered and the students --students submit course evaluations to department

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	<p>billing, travel to high schools by Director and Coordinator as well as faculty liaisons for high school visits, administrative costs, stipend for high school instructors and compensation for faculty liaisons</p>	<p>field is required. Bachelor's degree in the field with either a Master's in Education or a combination of graduate credits and extensive experience teaching honors/advanced courses for approval in some departments. Interview done in some cases to determine if approval can be granted.</p>		<p>departments ----Campus visits to library, cadaver lab, language lab, etc. w/lunch for their students --Program provides direct stipends to the instructors --new professional development workshop in statistics offered for summer 07 and 08 and workshops in other disciplines being developed</p>	<p>support --Primary focus of the program is to offer dual credit in general academic courses on the high school campus. Also offer concurrent enrollment in distance learning, on-line, and on-campus courses</p>	<p>--High school teachers submit final grades on grade report forms at end of class</p>
<p>Lewis-Clark State College</p> <p>Christine Pharr 792-2325</p>	<p><u>Cost to Student:</u> \$65 per credit with No application fee</p> <p><u>Cost to Institution:</u> - Payment to high school teachers - Payment to college faculty mentors - tuition vouchers</p>	<p><u>Student:</u> --16 years old or have completed half of their high school graduation requirements</p> <p><u>High School Teacher:</u> --The academic department approves the high school teacher to teach the course. Typically a</p>	<p>--A jump start on a college education through transcribed potentially transferable college credits.</p> <p>--An incentive to continue with education beyond high school through this successful experience.</p>	<p>Opportunity to teach an advanced high school course</p> <p>An opportunity for professional development in their content area and interaction with college faculty</p> <p>Orientation event at the</p>	<p>Students received dual credit by taking classes at the high schools (Concurrent Enrollment) for the most part. Fewer than 10 usually come on campus to take classes and a couple take on-line courses directly from the</p>	<p>Classes are semester and year-long. The SS coordinator visits each classroom where a class is offered and addresses and registers the students.</p> <p>College faculty regularly interact with the High school teachers</p>

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	- professional development for high school teachers	Master's in the field is required. Or a Bachelor's in the field with 18 graduate credits in the content area. Credentials must be the same as faculty who teach on campus.		college	college. The program is operated by Student Services staff with faculty and course approval and professional development through the Dean of Academic Programs Program. There are no staff dedicated to Concurrent Enrollment.	to assure consistency of course content. --High school teachers or Instructors of record from the college submit final grades on-line at the end of the class.
North Idaho College Steve Casey 769-3229	\$65 per credit This fee is consistent for all dual credit classes whether on campus, at the high school, on line or via IVC. A \$10 fee is charged for internet classes No application fee is charged.	<u>STUDENT:</u> --16 yrs old or have completed half of their high school graduation requirements --3.00 GPA is recommended; exceptions approved by the counselor and Dual Credit Coordinator <u>TEACHER:</u> --a Master's degree in the field	-NIC student ID card -Access to the library, computer lab and writing center -Admission to athletic events -Access to advising services -Tutoring services	-Considered adjunct teachers -Access to library and computer lab -Professional Development opportunities -Paid an administrative stipend per credit	-Program is referred to as WINGS -Program is under the direction of the Office of Instruction -Reports directly to Robert Murray, Dean of General Studies and indirectly to Kathy Christie, VP of Instruction -Focus of the	-Classes are year long and semester -registration takes place in the fall and the spring -Visitations are made to the outlying centers in the fall and spring -Community forums are scheduled in the fall and spring

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		is preferred --in the absence of a master's degree a review of qualifications is initiated by the Dean of General Studies and the Division Chair			program is to increase the availability of dual credit in all venues-	-In the spring high school counselors are invited to the campus for lunch to review changes and process
Northwest Nazarene University Dennis Waller 467-8257	\$65 per credit No application fee	Student: --Normally reserved for qualified juniors and seniors, depending on the course. Others admitted with special permission.	--Free transcripts --Access to Riley Library as a community member --Campus Visits --Participation in campus academic opportunities	--Staff ID card --Access to Riley library --Campus visits --Partnership with NNU dept. faculty Collaboration with other concurrent credit instructors --Support allocation for concurrent course materials or instructor professional development -Professional development opportunities	Official name: --Concurrent Credit Program --Housed in Extended University Services --Two full-time and one part-time staff --Program focus is NNU general education credit in college level high school courses --Offer concurrent credit in online high schools	--Classes are semester and year-long. Registration takes place in the fall for year-long classes and fall semester classes. NNU staff conducts registration in the high school classroom --Students have the option of online registration and tuition payment --High school teachers submit final grades on-line at the end of the class. Students receive an official letter grade from NNU

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<p>University of Idaho</p> <p>Cynthia Leonhart 885-6128</p>	<p><u>Cost to student:</u> \$65/credit for all dual credit classes; no application fee</p>	<p><u>Student:</u> Follow SBOE regulations: 16 years or half of high school graduation requirements, permission of high school and parent/guardian</p> <p><u>High School Teacher:</u> Departments may require Masters in discipline or Masters work, for some departments high school teacher may have ME in content area or be working with department on content related courses</p>	<p>Access to library, advising, WebCT, Blackboard, student computing lab ,on-line transcript, view grades and fees</p>	<p>May be granted affiliate faculty status with privileges of faculty including on-line grading, access to UI facilities including library, recreation facility (for fee)</p> <p>Remuneration for credits taught sent to school district New series of professional development programs (in development)</p>	<p>Dual Credit Program is part of Enrollment Management with one staff member partially assigned to program</p> <p>Program offers courses on UI campuses, in high schools and through on-line offerings</p>	<p>Classes are semester and year-long with student registrations conducted both fall and spring</p> <p>All instructors use electronic grading</p> <p>All students are asked to assess course and instructor using an on-line form</p>
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Idaho College Admission Core

Below is a list of the recommended classes a high school student should complete while in high school to help them prepare for the rigors of college. Many of these courses can be taken for both high school and college credit while a student is still in high school.

English8 semesters
Composition, Literature

Social Science5 semesters
American Government, Geography, US History, World History, Economics, Philosophy, Psychology, Sociology

Mathematics6 semesters
Applied Math I, Applied Math II, Algebra I, Algebra II, Geometry, Analytic Geometry, Calculus, Statistics, Trigonometry. At least 4 semesters must be taken in Grades 10 through 12.

Natural Science6 semesters
Anatomy, Biology, Chemistry, Earth Science, Geology, Physiology, Physical Science, Physics, Zoology. Selected applied science courses may count for up to 2 semesters. At least 2 semesters must be for courses which include a laboratory science experience.

Humanities/Foreign Language2 semesters
Literature, History, Philosophy, Foreign Language, and related study of 2 semesters or more of the traditional humanities disciplines.

Other College Preparation3 semesters
Speech, Studio/Performing Arts (Art, Dance, Drama, Music), additional Foreign Language. Up to 2 semesters of approved vocational courses may apply; consult your high school counselor.

The purpose of this brochure is to provide information regarding dual credit programs in Idaho.

Idaho dual credit partnerships is a collaborative effort between colleges/universities and school districts.

About Dual Credit Opportunities

- College/university classes are taught in a variety of methods and offered throughout the day to serve the students. Classes are typically offered in the high schools during the regular school day, as well as on the college campus and through interactive video or on-line
- Courses are taught by high school teachers who have been pre-qualified by the college/university academic departments and meet adjunct-status hiring requirements
- Courses must be listed in the college/university catalog and apply toward a college/university degree and may apply towards high school graduation
- Students registering for dual credit classes generate a regular college transcript
- Students should be 16 years old or have successfully completed at least half of their high school requirements
- College/university monitor and support the quality of instruction

Idaho Dual Credit Program



Participating Schools

BOISE STATE
UNIVERSITY



College of Southern Idaho

Idaho State
UNIVERSITY

Lewis-Clark
STATE
COLLEGE
Connecting Learning to Life



North Idaho College

Northwest Nazarene University
Great minds. Great hearts. Great futures.

University of Idaho
A LEGACY OF LEADING

College Credit For High School Students Through Dual Credit

Created by the Idaho Legislature in 1997, dual credit is an opportunity to earn college credit by enrolling in college classes offered through a partnership between Idaho's colleges, universities and high schools.

Program Profile

Dual credit is a collaborative partnership between Idaho's colleges/universities with high schools to provide college courses for high school students. The high school instructors partner with college/university academic departments to deliver college-level courses. This program provides an opportunity for high school students to receive both high school and college credits for pre-approved courses. Most universities allow the high school students access to their library for research, a student ID card, and access to events on campus. Students receive a letter grade based on work completed during the duration of the class which will be reflected on a college transcript. Credits are transferable to all Idaho colleges/universities, and most other institutions outside the state.

Students are also able to take classes on-line, via distance education, as well as on the college/university campus.

Teachers & Students Say . . .

"Taking dual credit classes benefits me greatly because it has helped me start my college career early. It also gives me a glance at the college curriculum, so I know what to expect next year."

Caitlyn Robbins, Pocatello High School, English 101 student,

"I do see students take a certain pride when they are taking a college level class in high school. I

especially see that in Calculus II, and that pride transfers into their ability to work harder and enjoy the class through their hard work."

David Gural, Eagle High School, Calculus I & II Dual Credit Instructor

"High achievers in high school need to be challenged beyond what is 'good enough' to make the grade. When they are expected to write and think like college students, their attitude changes. No longer are they cruising through high school. They're reaching for excellence, and they've got the credits to show for it."

Melinda Lathrop, Homedale High School English Instructor-Dual Credit



"Dual credit classes were very beneficial because I was able to get ahead in my major by taking other classes. It was

nice starting college with three classes already out of the way."

Taylor McConnell, Lewiston High School, Education student

Program Benefits

- **Increased enthusiasm and motivation among students and teachers**
- **Enhances ability and skills to do college work and aids students in gaining confidence for college success**
- **Brings college/university faculty and high school teachers together to share methods, ideas and experiences that benefit the students**

Participating Idaho Colleges and Universities Contact Information

• **Boise State University**
Name: Kristi Lakatos
Phone: 208-426-3294
www.boisestate.edu/concurrent_enrollment

• **College of Southern Idaho**
Name: John Miller
Phone: 208-732-6280
<http://www.csi.edu/dualcredit/>

• **Idaho State University**
Name: Barbara Bishop
Phone: 208-282-6067
<http://earlycollege.isu.edu>

• **Lewis-Clark State College**
Name: Kim Wolf
Phone: 208-792-2378
<http://www.lcsc.edu/Admissions/acl/home.htm>

• **North Idaho College**
Name: Steve Casey
Phone: 208-769-3229
<http://www.nic.edu>

• **Northwest Nazarene University**
Name: Cindy Roberts
Phone: 208-467-8373
<http://www.nnu.edu/concurrentcredit>

• **University of Idaho**
Name: Cynthia Leonhart
Phone: 208-885-6128
<http://www.uidaho.edu/dualcredit>



Important Facts

Transferability of Credits

Dual credit courses are accepted by all Idaho institutions of higher education and most institutions outside the state. Idaho's colleges/universities are accredited by the Northwest Commission of Schools and Colleges. Students are encouraged to consult with the institution of their choice regarding the transferability of credits earned.

To request official transcript information go to the individual institution's web site.

Registration Process for Dual Credit Courses

Registration takes place in the fall and spring semesters for dual credit courses. The students are enrolled in the classes using the high school's calendar. Students taking classes on the institution's campus or via distance learning follow the application process for each college/university. Visit their web site for more information.

Cost

For dual credit courses offered at the high school campus the statewide cost is \$65 per credit.

Useful Websites

- Idaho State Board of Education: www.boardofed.idaho.gov
- Idaho State Department of Education: www.sde.idaho.gov

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Advanced Opportunities

Revised December 2005

Y. Advanced Opportunities

1. Coverage

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

2. Purpose

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

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

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

3. Definitions

There are many different advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, etc. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, tech prep and the International Baccalaureate program.

a. Advanced Placement® (AP)

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

b. Dual Credit

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

c. Tech Prep

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

d. International Baccalaureate (IB)

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

Original Source: <http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html>
Edits by the Advanced Opportunities Subcommittee, OSBE, and CAAP. Revised April 12, 2005.

4. Idaho Programs Standards for Advanced Opportunities Programs

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

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The standards were developed by the Advanced Opportunities Subcommittee, which was one of two subcommittees organized under the auspices of the Accelerated Learning and Preparation for Postsecondary Education Task Force appointed by the Idaho State Board of Education in January 2005.

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board. The Idaho Standards for Advanced Opportunities Programs are available from the Idaho State Board of Education. Information about the International Baccalaureate program is available at their website.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho Standards for Advanced Opportunities Programs

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

Developed by the Advanced Opportunities Subcommittee, Spring 2005

Under the auspices of the Idaho State Board of Education's

Accelerated Learning

and

Preparation for Postsecondary Education Task Force

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

June 2005

**Accelerated Learning and
Preparation for Postsecondary Education Task Force**

Membership and Subcommittees

Post Secondary Readiness Subcommittee

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

Advanced Opportunities
Subcommittee

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

Marilyn Davis, State Board and support staff for the committee

Board Approval

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

Subcommittee Overview

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

Subcommittee Goals:

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

Definitions

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

Advanced Placement® (AP) - <http://www.collegeboard.com>

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

Dual Credit

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

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Tech Prep

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

International Baccalaureate (IB) - <http://www.ibo.org/ibo/index.cfm>

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

(Original Source: <http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html>)

(Edits by the Advanced Opportunities Subcommittee, Office of the Idaho State Board of Education, April 2005)

Advanced Opportunities Program Standards

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

Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

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

Faculty

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

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Students

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

Assessment

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

Program Administration and Evaluation

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

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

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

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

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Advanced Placement Standards

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

Curriculum

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

Faculty

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

Students/Parents

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

Assessment

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

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

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Tech Prep Standards

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

Curriculum

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

Faculty

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

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

Assessment

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

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

International Baccalaureate Program Standards

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

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IN THE HOUSE OF REPRESENTATIVES
HOUSE CONCURRENT RESOLUTION NO. 48
BY EDUCATION COMMITTEE

1 A CONCURRENT RESOLUTION

2 STATING FINDINGS OF THE LEGISLATURE AND ENCOURAGING DISCUSSIONS REGARDING THE
3 CHALLENGES FACING EFFORTS TO INCREASE CONCURRENT ENROLLMENT AND PROPOSING
4 SOLUTIONS THAT CAN BECOME THE FOUNDATION FOR POLICY DISCUSSIONS DURING THE
5 FIRST REGULAR SESSION OF THE SIXTIETH IDAHO LEGISLATURE.

6 Be It Resolved by the Legislature of the State of Idaho:

7 WHEREAS, concurrent enrollment is being widely discussed within Idaho; and
8 WHEREAS, concurrent enrollment is entering a rapid growth phase throughout
9 the state and attracting greater interest among high school students because
10 it allows them to accelerate their education and become better prepared for
11 postsecondary education; and

12 WHEREAS, high school students who take college level classes are more
13 likely to succeed at the college and university level or in professional-
14 technical courses; and

15 WHEREAS, concurrent enrollment opportunities are increasing and concurrent
16 enrollment is being offered by most colleges and universities within the
17 state; and

18 WHEREAS, concurrent enrollment could actually reduce educational costs to
19 the taxpayers and reduce college and university expenses for families of the
20 state of Idaho; and

21 WHEREAS, the Governor of the state of Idaho, the House of Representatives
22 and Senate Education standing committees, the State Board of Education, the
23 Department of Education, the Joint Finance-Appropriations Committee and state
24 colleges and universities all see the value of increasing concurrent enroll-
25 ment; and

26 WHEREAS, a clear vision of how to proceed has not yet developed among the
27 different stakeholders; and

28 WHEREAS, questions remain unanswered concerning: from where funding for
29 concurrent enrollment should come, and how to offer more classes to more stu-
30 dents in more high schools.

31 NOW, THEREFORE, BE IT RESOLVED by the members of the Second Regular Ses-
32 sion of the Fifty-ninth Idaho Legislature, the House of Representatives and
33 the Senate concurring therein, that we encourage the Governor of the state of
34 Idaho, the State Board of Education, the Department of Education, state col-
35 leges and universities and other interested parties to join members of the
36 Legislature in discussions regarding the challenges facing efforts to
increase

37 concurrent enrollment and proposing solutions that can become the foundation
38 for policy discussions during the First Regular Session of the Sixtieth Idaho
39 Legislature.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

LEGISLATURE OF THE STATE OF IDAHO
Fifty-ninth Legislature Second Regular Session - 2008
IN THE HOUSE OF REPRESENTATIVES
HOUSE BILL NO. 672
BY APPROPRIATIONS COMMITTEE

1 AN ACT
2 RELATING TO THE APPROPRIATION FOR THE PUBLIC SCHOOLS DIVISION OF CHILDREN'S
3 PROGRAMS; PROVIDING A DESCRIPTION OF THE PUBLIC SCHOOLS DIVISION OF
4 CHILDREN'S PROGRAMS AND PROVIDING THE AMOUNTS TO BE EXPENDED; APPROPRIAT-
5 ING GENERAL FUND MONEYS FOR TRANSFER TO THE PUBLIC SCHOOL INCOME FUND;
6 APPROPRIATING MONEYS TO THE EDUCATIONAL SUPPORT PROGRAM/DIVISION OF
7 CHILDREN'S PROGRAMS FOR FISCAL YEAR 2009; DIRECTING THAT \$7,000,000 OF THE
8 MONEYS ACCRUING PURSUANT TO SECTIONS 63-2506 AND 63-2552A, IDAHO CODE, AND
9 SUCH OTHER MONEYS WHICH MAY BECOME AVAILABLE PURSUANT TO SECTION 63-7439,
10 IDAHO CODE, BE EXPENDED FOR THE IDAHO SAFE AND DRUG-FREE SCHOOLS PROGRAM;
11 DIRECTING THE DISTRIBUTION OF FUNDS FOR THE IDAHO SAFE AND DRUG-FREE
12 SCHOOLS PROGRAM; EXPRESSING LEGISLATIVE INTENT WITH REGARD TO FEATURES OF
13 THE IDAHO SAFE AND DRUG-FREE SCHOOLS PROGRAM; DIRECTING THAT \$2,800,000 BE
14 USED FOR THE LITERACY PROGRAMS AND EXPRESSING LEGISLATIVE INTENT THAT THE
15 STATE DEPARTMENT OF EDUCATION AND THE STATE BOARD OF EDUCATION COORDINATE
16 CERTAIN PROGRAMS; DIRECTING THAT \$3,972,500 BE ALLOCATED TO IMPLEMENT AN
17 EARLY MATH EDUCATION PROGRAM; DIRECTING THAT \$6,040,000 BE ALLOCATED FOR
18 PROGRAMS FOR STUDENTS WITH NON-ENGLISH OR LIMITED-ENGLISH PROFICIENCY;
19 DIRECTING THAT \$5,000,000 BE DISTRIBUTED TO PROVIDE REMEDIAL IDAHO STAN-
20 DARDS ACHIEVEMENT TEST EDUCATION AND COMPUTERIZED PLATO REMEDIATION SER-
21 VICES FOR CERTAIN STUDENTS AND REQUIRING A LOCAL EXPENDITURE MATCH;
22 DIRECTING THE IDAHO DIGITAL LEARNING ACADEMY TO UTILIZE STATE FUNDS TO
23 ACHIEVE CERTAIN GOALS; DIRECTING THAT \$50,000 BE USED TO STUDY AND DEVELOP
24 CONCURRENT SECONDARY/POSTSECONDARY COURSES; AND GRANTING AUTHORITY TO
25 TRANSFER FUNDS BETWEEN THE FIVE DIVISIONS OF THE EDUCATIONAL SUPPORT PRO-
26 GRAM BUDGET.
27 Be It Enacted by the Legislature of the State of Idaho:
28 SECTION 1. The Public Schools Division of Children's Programs includes
29 programs that provide direct educational or material benefits to children,
30 where funding does not primarily go to paying certificated teachers and admin-
31 istrators. It also includes programs that primarily and specifically provide
32 funding for the separate instruction of identified subgroups of children
33 out-
34 side the normal classroom of an Idaho public school. The following amount
35 shall be expended from the listed sources for the Public Schools Division of
36 Children's Programs for the period July 1, 2008, through June 30, 2009:
37 FROM:
38 General Fund \$ 28,526,300
39 Cigarette/Tobacco and Lottery Income Taxes 7,000,000
40 Federal Grant Fund **134,923,100**
41 TOTAL \$170,449,400
42 SECTION 2. There is hereby appropriated the following amount to be trans-
43 ferred to the Public School Income Fund for the period July 1, 2008, through
44 June 30, 2009:

2

1 FROM:

2 General Fund \$28,526,300

3 SECTION 3. There is hereby appropriated to the Educational Support

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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4 Program/Division of Children's Programs, pursuant to law and the provisions
5 of
6 this act, the following amount to be expended from the listed funds for the
7 period July 1, 2008, through June 30, 2009:

8 FROM:

9 Public School Income Fund \$ 35,526,300

10 Federal Grant Fund **134,923,100**

11 TOTAL \$170,449,400

12 SECTION 4. Of the moneys appropriated in Section 3 of this act,
13 \$7,000,000 shall be expended by the Superintendent of Public Instruction for
14 the Idaho Safe and Drug-Free Schools Program, from funds determined by avail-
15 able revenues accruing pursuant to Sections 63-2506 and 63-2552A, Idaho Code,
16 and other such moneys which may become available pursuant to Section 67-7439,
17 Idaho Code, for the period July 1, 2008, through June 30, 2009.

18 SECTION 5. The funds allocated for the Idaho Safe and Drug-Free Schools
19 Program in Section 4 of this act shall be distributed as follows: the provi-
20 sions of Section 63-2552A(3), Idaho Code, notwithstanding, \$200,000 shall be
21 remitted to the Idaho State Police; \$100,000 may be utilized by the Superin-
22 tendent of Public Instruction for program administration, technical
23 assistance

24 and evaluation. Of the remaining amount, ninety-two percent (92%) shall be
25 distributed to each school district through a combination of a base amount of
26 \$1,500 and a prorated amount based on the prior year's average daily atten-
27 dance. Such funds shall be used either to fund Idaho Safe and Drug-Free
28 Schools Programs or to defray the costs of community resource workers, or
29 both, at the discretion of the school district board of trustees. The remain-
30 ing eight percent (8%), shall be used to make discretionary grants as deter-
31 mined by the Idaho Safe and Drug-Free Schools and Communities Advisory Board,
32 including up to \$80,000 in subgrants that may be authorized to the Commission
33 on Hispanic Affairs.

34 SECTION 6. It is legislative intent that the Idaho Safe and Drug-Free
35 Schools Program shall include the following:

36 (1) Districts will develop a policy and plan which will provide a guide
37 for their substance abuse programs.

38 (2) Districts will have an advisory board to assist each district in mak-
39 ing decisions relating to the programs.

40 (3) The districts' substance abuse programs will be comprehensive to meet
41 the needs of all students. This will include prevention programs, student
42 assistance programs that address early identification and referral, and
43 aftercare.

44 (4) Districts shall submit an annual evaluation of their programs to the
45 State Department of Education as to the effectiveness of their programs.

46 SECTION 7. Of the moneys appropriated in Section 3 of this act,
47 \$2,800,000 shall be used for literacy programs, as outlined in Sections
48 33-1614, 33-1615 and 33-1207A(2), Idaho Code. It is legislative intent that
49 the State Board of Education and the State Department of Education coordinate
50 federally funded literacy programs with state literacy programs, resulting in
51 well-coordinated, complementary literacy efforts.

52 SECTION 8. Of the moneys appropriated in Section 3 of this act,
53 \$3,972,500 shall be utilized by the Superintendent of Public Instruction to
54 implement an early math education program, similar in approach to the literacy
55 programs described in Section 7 of this act.

56 SECTION 9. Of the moneys appropriated in Section 3 of this act,
57 \$6,040,000 shall be distributed for support of programs for students with non-
58 English or limited-English proficiency, as follows:

59 (1) The State Department of Education shall distribute \$5,290,000 to
60 school districts pro rata, based upon the population of limited-English

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10 proficient students under criteria established by the department.

11 (2) The State Department of Education shall use \$750,000 to continue the
12 competitive grant program for school districts in which the population of
13 English language learners failed to meet Adequate Yearly Progress (AYP) in
14 math or reading, as defined in federal law. Of this amount, \$700,000 shall
15 be distributed annually to school districts in three-year grant cycles, in
16 which the recipients will receive full grant awards each of the three (3)
17 years, contingent on appropriation. The remaining \$50,000 will be used for
18 evaluation and administration of the program.

19 (3) The department shall develop the program elements governing the use
20 of these funds, modeled on the training, intervention, and remediation
21 elements of the program described in Section 7 of this act. The purpose of
22 these funds is to improve the English language skills of English language
23 learners, to enable such students to better access the educational oppor-
24 tunities offered in public schools. The Superintendent of Public Instruc-
25 tion shall report to the Joint Finance-Appropriations Committee and the
26 House of Representatives and Senate Education Committees, by no later than
27 February 1, 2009, on the program design, uses of funds, and effectiveness
28 of the program.

29 SECTION 10. Of the moneys appropriated in Section 3 of this act,
30 \$5,000,000 shall be distributed to provide remedial coursework for students
31 failing to achieve proficiency in the Idaho Standards Achievement Test and to
32 fund the PLATO computerized remediation services to schools. The Superintend-
33 ent of Public Instruction shall determine the formulas and methodologies by
34 which such funds are distributed, and the permissible uses, provided however,
35 that the distribution of such funds shall be conditioned on a match of at
36 least one dollar (\$1.00) in local expenditures for every two dollars (\$2.00)
37 in distributed funds.

38 SECTION 11. The Idaho Digital Learning Academy (IDLA), created pursuant
39 to Chapter 55, Title 33, Idaho Code, shall utilize state funds to achieve the
40 following:

41 (1) No increase in tuition charged by IDLA to Idaho students.

42 (2) Provide remedial coursework for students failing to achieve profi-
43 ciency in one (1) or more areas of the Idaho Standards Achievement Test.

44 (3) Pursuant to State Board of Education rule, IDAPA 08.02.03.106, pro-
45 vide advanced learning opportunities for students.

46 (4) Pursuant to State Board of Education rule, IDAPA 08.02.03.106, work
47 with institutions of higher education to provide dual credit coursework.

48 The preceding list shall not be construed as excluding other instruction
49 and training that may be provided by the Idaho Digital Learning Academy.

50 SECTION 12. Of the moneys appropriated in Section 3 of this act, \$50,000
51 shall be used to study and develop a plan for implementing concurrent
1 secondary/postsecondary courses offered to qualifying eleventh-grade and
2 twelfth-grade students in Idaho's public high schools. Such moneys shall be
3 used to defray the costs of a task force, appointed by the Superintendent of
4 Public Instruction, that shall develop a statewide, unified plan for deliver-
5 ing concurrent college credit coursework to high school students. Such task
6 force shall include, at a minimum, representation from public school adminis-
7 trators, teachers and board members, institutions of higher education, the
8 State Department of Education and the State Board of Education, and private
9 industry. Legislative leadership shall appoint legislators to this task force.
10 The task force shall deliver its recommendations to the Governor and the 2009
11 Idaho Legislature.

12 SECTION 13. The State Department of Education is hereby granted the
13 authority to transfer funds between the five (5) divisions of the Educational
14 Support Program budget, in any amount necessary, to comply with the public
15 school funding provisions of appropriations and the Idaho Code.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

SUBJECT

Idaho/Washington Reciprocity Agreement

REFERENCE

December 6-7, 2007 The Board approved an extension to the existing contract for one year and directed staff to negotiate the provision of additional institutions from the state of Washington.

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section V. T. 2.d.
- Section 33-3717C. Waiving Fees or Tuition for Certain Nonresident Students, Idaho Code

BACKGROUND

For well over a decade the Idaho State Board of Education and the Washington Higher Education Coordinating Board (HECB) have had a tuition reciprocity agreement that enhances access to educational opportunities for residents of Idaho and Washington at reduced tuition rates. The current one-year agreement expires on June 30, 2008.

DISCUSSION

Board staff held a conference call on May 13, 2008 with representatives from the participating Idaho institutions to discuss the agreement. Staff also contacted a representative from the HECB to determine if Washington would be interested in having additional institutions participate in this agreement and if there would be interest in pursuing the agreement.

Idaho institutions want to maintain the agreement as it is currently the only mechanism that has enabled them to recruit top quality students from Washington to Idaho institutions. Idaho institutions do agree that potential future revisions to the current Board policy on tuition waivers could provide them with another method of remaining competitive with our neighboring state which would eliminate the need for this contract in subsequent years.

The State of Washington has two participating institutions: Eastern Washington University and Walla Walla Community College. On June 2, 2008, the HECB indicated that Eastern Washington University would not be interested in pursuing this agreement as they did not have any reciprocity waivers last year. Walla Walla Community College expressed interest in not only continuing participation, but also in expanding capacity in the program. A copy of the agreement was shared with HECB and contained minor edits to remove Eastern Washington University as a participating institution. The HECB indicated that they were considering other edits to the agreement and were unable to provide staff with a final version of the agreement in time for the June 19-20, 2008 Board meeting.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Staff notes, however, the importance of moving forward with Board approval to continue the agreement for another year so that institutions can meet the commitments they've made to Washington students. Discussion with staff from participating Idaho institutions identified the need for the Board to be aware that when students were offered waivers as part of the reciprocity agreement with Washington that the implication was for a multiple-year waiver. Institutions are concerned that regardless of the outcome of this particular contract, a mechanism needs to be in place so that these students do not lose support during the middle of their course of study.

Staff notes that Washington institutions have and continue to offer waivers to Idaho students in a variety of ways regardless of participation in the agreement. One example is through the Western Undergraduate Program. The autonomy that Washington institutions have in providing waivers to non-residents is one of the factors that prevent Idaho from directly increasing participation from other Washington institutions. The State of Washington has existing means other than the current ID/WA reciprocity agreement to waive out-of-state tuition and recruit Idaho students to Washington institutions. Board staff, with the assistance of institution staff, has attempted to collect information from non-participating Washington institutions on the amount and type of waivers applied to Idaho residents. To date we have received verbal acknowledgement that they are accepting many Idaho students at reduced tuition through a variety of sources, but we have not received centralized written documentation.

Staff determined that based on the fact that Washington is offering tuition waivers through other mechanisms, that the reciprocity agreement with Washington is not beneficial for Washington. Idaho should, therefore, continue efforts to modify the existing Board Waiver policy so that Idaho institutions are not disadvantaged in their recruiting efforts. Staff also advises that Idaho should continue to work with the HECB to finalize an agreement of reciprocity covering the 2008-2009 academic year.

IMPACT

If the Board determines not to continue this agreement with Washington, this could place additional financial obligations on students currently participating in the program, and could limit Idaho's recruiting competitiveness with Washington students, and result in decreases in institutional enrollments. Idaho institutions have already made commitments to students based on the waivers represented in this agreement. If revisions to the current Board policy on tuition waivers provide Idaho institutions with another method of remaining competitive with our neighboring state, the need for this contract in subsequent years may be eliminated.

ATTACHMENTS

Attachment 1 – Reciprocity Report	Page 5
Attachment 2 – Draft ID/WA Reciprocity Agreement	Page 7

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends extending the existing contract for an additional year, and directing Board staff and institutions to come back to the Board at the August 2008 meeting with a suggested Board Waiver policy change that will include the issue of ID/WA reciprocity for future years. At the meeting of the Council on Academic Affairs and Programs (CAAP) Committee held on June 5, 2008, the University of Idaho, Lewis-Clark State College, Boise State University, and Idaho State University expressed interest in renewing the agreement for another year at the same amounts as per the previous agreement and concurred with Board staff recommendations.

BOARD ACTION

A motion to direct staff to continue working with the Washington Higher Education Coordinating Board to renew a one-year reciprocity agreement with the State Board of Education and direct staff and institutions to continue reviewing this matter related to fee waivers and report back to the Board with proposed solutions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008**

Attachment 1

Washington/Idaho State Board of Education – Reciprocity Waivers

State of Idaho

Idaho Institution	2005-06	No. of Students	2006-07	No. of Students	2007-08	No. of Students
Boise State University	\$ 88,896	24	\$ 58,900	15	\$65,346	16
Idaho State University	\$ 77,000	20	\$ 77,000	9	\$52,104	12
University of Idaho	\$433,500	138	\$433,500	132	\$433,500	71
Lewis-Clark State College	\$140,582	129	\$140,600	109	\$112,750	135
Total \$ Waived	\$739,978		\$710,000		\$230,200	
No. of WA students FT & PT		311		265		234

State of Washington

Washington Institution	2005-06	2006-07	2007-08
Eastern Washington University	\$430,000	**0	**0
Walla Walla Community College	\$420,000	\$618,652	TBD
Total \$ Waived (approximate)	\$850,000	\$618,652	TBD
No of ID students FT & PT (estimate)	175	251	228*

**In the last few years EWU did issue some waivers but it was only relevant for a handful of graduate students.

*The number of ID students does not include the spring quarter and will not be available until mid-June.

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Attachment 2

MEMORANDUM OF AGREEMENT

Between

THE WASHINGTON HIGHER EDUCATION COORDINATING BOARD (HECB)
For the State of Washington

and

THE IDAHO STATE BOARD OF EDUCATION (ISBOE)
For the State of Idaho

WHEREAS, It is the objective of both the State of Washington and the State of Idaho to provide increased access to educational opportunities for bona fide residents of Idaho and Washington; and

WHEREAS, The Revised Code of Washington, Chapter 28B.15.750 authorizes the Higher Education Coordinating Board (HECB) to enter into an agreement with appropriate officials or agencies in Idaho to effect a student exchange program that would waive the payment of all or a portion of the nonresident tuition and fees differential for residents of Idaho; and

WHEREAS, Idaho Code Section 33-3717C authorizes the Idaho State Board of Education and the Board of Regents of the University of Idaho collectively referred to as the ISBOE to enter into negotiations with the State of Washington to waive a portion of nonresident tuition for residents of the State of Washington; and

WHEREAS, It is the intent of the ISBOE to provide access to programs not currently available at Idaho institutions of higher education; and

WHEREAS, It is the intent of HECB to provide access opportunities to residents of all geographic regions of Washington; and

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 19-20, 2008

WHEREAS, It is the intent of both the HECB and the ISBOE prior to entering into said agreement to achieve an exchange of students which results in balanced or nearly balanced levels of foregone tuition and fees.

NOW, THEREFORE, The HECB and the ISBOE mutually agree as follows:

1. The State of Idaho, through the State Board of Education and the Board of Regents of the University of Idaho, will waive nonresident tuition charges in the total amount of \$850,000 \pm \$500 on an academic year basis for Washington residents who are enrolled or are seeking enrollment on a full-time basis in baccalaureate and graduate degree program as follows: Boise State University -- \$93,500; Idaho State University -- \$93,500; Lewis-Clark State College -- \$229,500; and the University of Idaho -- \$433,500.

The number of students covered by this agreement and the amount waived per student are at the discretion of each participating institution.

2. The State of Washington, through the Boards of Regents and Trustees of the participating institutions, will waive a total of \$850,000 \pm \$500 of nonresident tuition and fee differential charges on a academic year basis for Idaho residents who are enrolled or are seeking enrollment on a full-time basis in baccalaureate and graduate degree programs ~~as follows: Eastern Washington University -- \$430,000; and Walla Walla Community College -- \$420,000.~~ at participating Washington institutions. Currently, Walla Walla Community College is the only institution which has verified their status as a participating institution. Walla Walla Community College shall give priority to students enrolled in programs of nursing at the Clarkston Center. The number of students covered by this agreement and the amount waived per student are at the discretion of each participating institution.

3. Participating Washington institutions shall give first priority to waiving all or a portion of the nonresident tuition and fees differential for Idaho residents who are seeking enrollment or are currently enrolled in degree programs not available in Idaho according to the ISBOE Official Program and Degree Listing.

4. Idaho and Washington institutions shall give priority to currently enrolled students who meet or exceed institutional policies on satisfactory academic performance.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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5. Students participating in the reciprocity program must be bona fide residents of their home state and may not be seeking to establish a change in residency during the time they participate in the program; time accrued while participating in the reciprocity program will not contribute toward the length of residence required for residency status.

6. Institutions shall inform students of their policies on eligibility for renewal of waivers including a statement that all waivers are subject to continuance of the reciprocity agreement executed by the HECB and the ISBOE.

7. The HECB and the ISBOE agree to review the enrollment patterns related to reciprocity at participating institutions annually to consider the level of participation for the next academic year. The HECB and the ISBOE shall develop common criteria for identifying data to be provided by participating institutions as necessary to this agreement for collection and analysis for the HECB and the ISBOE.

8. The HECB and the ISBOE have developed the ~~2007-2008~~ 2008-2009 agreement to be financially balanced, consistent with the intent of Revised Code of Washington (28B.15.752). While each state will endeavor to manage waivers to the amounts set forth in sections 1 and 2 of this agreement, no balancing adjustments need be made during the course of the agreement and, should participation levels not be realized, no provisions for payment of any imbalance has been agreed to by the parties to the agreement.

This agreement shall be effective after midnight, July 1, ~~2007~~, and shall continue until June 30, ~~2008~~⁹. Either the HECB or the ISBOE with six (6) months' notice may terminate this agreement.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

Any notice given in connection with this agreement shall be given in writing and shall be delivered by hand to the other party or by normal U.S. Postal Service delivery to the other party at the following address:

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

Washington Higher Education Coordinating Board
917 Lakeridge Way
P.O. Box 43430
Olympia, WA 98504-3430

IDAHO

WASHINGTON

THE IDAHO STATE
BOARD OF EDUCATION

THE WASHINGTON STATE HIGHER
EDUCATION COORDINATING BOARD

Mike Rush
Executive Director

Ann Daley
Executive Director

Date

Date

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: T. Fee Waivers

April 2002

2. Waiver of Nonresident Tuition

d. Reciprocity with the State of Washington

Based on a limit approved by the Board, waivers may be allocated on an annual basis by the executive director to the college and universities in postsecondary education programs for Washington residents. An equal number of opportunities shall be afforded to Idaho residents in Washington postsecondary institutions.

Idaho Statutes

**TITLE 33
EDUCATION
CHAPTER 37
MISCELLANEOUS PROVISIONS RELATING
TO STATE INSTITUTIONS OF LEARNING**

33-3717C. WAIVING FEES OR TUITION FOR CERTAIN NONRESIDENT STUDENTS. (1)

Notwithstanding any other provision of law the state board of education and the board of regents of the university of Idaho may determine when to grant a full or partial waiver of fees or tuition charged to nonresident students pursuant to reciprocal agreements with other states. In making this determination, the state board of education and the board of regents of the university of Idaho shall consider the potential of the waiver to:

- (a) Enhance educational opportunities for Idaho residents;
- (b) Promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
- (c) Contribute to the quality of educational programs; and
- (d) Assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education.

(2) Consistent with the determinations made pursuant to subsection (1) hereof, the state board of education and the board of regents of the university of Idaho may enter into agreements with other states to provide for a full or partial reciprocal waiver of fees or tuition charged to students. Each agreement shall provide for the numbers and identifying criteria of students, and shall specify the institutions of higher education that will be affected by the agreement.

(3) The state board of education and the board of regents of the university of Idaho shall establish policy guidelines for the administration by the affected Idaho institutions of any tuition waivers authorized under this section, for evaluating applicants for such waivers, and for reporting the results of the reciprocal waiver programs authorized in this section.

(4) A report and financial analysis of any waivers authorized under this section shall be submitted annually to the legislature as part of the budget recommendations of the state board of education and the board of regents of the university of Idaho for the system of higher education in this state.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

SUBJECT

Native-American Higher Education Committee Update

REFERENCE

December 6-7, 2007 The Board was provided an update on the committee's progress.

BACKGROUND

In June 2007, the State Board of Education established a Native-American Higher Education Committee, an advisory group to the Board on Native-American access issues to higher education. Board Member Paul Agidius and Superintendent Tom Luna co-chair the committee. The committee is comprised of 12 individuals representing Idaho's postsecondary and secondary schools as well as state agencies.

At the December 2007 meeting, the committee was tasked with providing SBOE staff a listing of currently available programs and supports, along with the respective funding sources. Attached are three reports: Educational Programs, Service Programs, and Enrollment Numbers.

DISCUSSION

The committee met on December 3, 2007, and February 15, 2008, in Boise where they discussed barriers regarding access and support for Native Americans in relation to postsecondary education. Financial constraints are the biggest barriers. Many states offer out of state tuition waivers for any federally recognized tribal student to attend their institutions. Idaho is losing current and prospective Native American students to surrounding states. The committee discussed the possibility of offering tuition waivers for both local and regional tribes, and out of state tuition waivers to federally recognized tribes in order to be competitive with bordering states. The committee discussed creating Native American specific scholarship opportunities that could come through both the Tribes and through the state/institutions, as well as waiving application fees for those students applying to any Idaho institution.

There was discussion about the GEAR UP program and the possibility of the tribes working in conjunction with GEAR UP schools in their region to establish scholarships for tribal students.

They discussed increasing dual credit offerings, college preparation—testing ACT/SAT/COMPASS, and concerns about the possibility of Native American studies programs and Native Language programs being cut due to low enrollment numbers. The Shoshone language and Nez Perce language course offerings are unique to Idaho, and Idaho is the only place in the world where these language offerings are available. Thus, maintaining these programs is not only crucial to the students, but to the state. The committee discussed proposing to the Board that they encourage institutions to work directly with the Tribes on

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

programs offered at their institutions that specifically relate to Native American students/culture. These partnerships would facilitate and encourage stronger participation of Native American students, and would help build trust and collaborations with the Tribes.

The committee also held discussion regarding what role the Board could play as the policy making body; such as potentially looking at establishing policy that specifically relates to Native American students.

ATTACHMENTS

Attachment 1 - Educational Programs	Page 3
Attachment 2 - Service Programs	Page 7
Attachment 3 - Enrollment Numbers	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends that the Committee move forward to schedule future meetings with each of the Tribes; and that the Committee review how Board policy can meet the underserved need in the communities through advanced opportunities.

BOARD ACTION

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

Educational Programs

Institution	Educational Programs Offered	Funding Source	Notes
Boise State University			
	Native American Studies - Minor	Anthropology Department	
	ANTH 219 New World Prehistory		
	ANTH 307 Indians of North America		
	ANTH 312 Prehistory of North America		
	ANTH 419 Prehistory of Mexico		
	HIST 341 The Indian in US History		
	ANTH 413 South American Culture History		
Idaho State University			
	Native American Studies Minor	Departments	
Native American Courses:	ACAD 101 First Year Seminar (NA Emphasis)		
	ANTH 199 Native American Leadership		
	ANTH 101 Elementary Shoshoni	Anthropology Department	
	ANTH 102 Elementary Shoshoni	Anthropology Department	
	ANTH 201 Intermediate Shoshoni I	Anthropology Department	
	ANTH 202 Intermediate Shoshoni II	Anthropology Department	
	ANTH g499 Advanced Shoshoni I	Anthropology Department	
	ANTH 210 Conversational Shoshoni	Anthropology Department	
	ANTH 206 Indigenous Traditional Parenting	Anthropology Department	
	ANTH 238: Special Topics (North American Indians, Peoples of the Southwest, Peoples of the Artic, Peoples of the Northwest North American, People & Cultures of the New World)	Anthropology Department	
	ANTH 258 Native American History	Anthropology/History Department	
	ANTH 299 Powwow Planning	Anthropology Department	

Educational Programs

	ANTH 299 Traditional Indigenous Parenting	Anthropology Department	
	ANTH 301 Introduction to Shoshoni Folklore	Anthropology Department	
	ANTH 406 American Indian Health Issues	Anthropology Department	
	ANTH 414 New World Archaeology	Anthropology Department	
	MGT 420 Native American Organizational Systems	MGT/Anthropology	
	ANTH 421 Federal Indian Relations	Anthropology Department	
	MGT 422 Native American Enterprise	MGT/Anthropology	
	ANTH 452 American Verbal Arts	Anthropology Department	
	ANTH 454 Survey of American Indian Languages	Anthropology Department	
	ANTH 466 Current Issues in Indian Country	Anthropology Department	
	ANTH 472 Native American Arts	Anthropology Department	
	ANTH 474 Special Topics in Indian Education	Anthropology Department	
	ANTH 476 Seminar in American Indian Studies	Anthropology Department	
	ANTH 478 Federal Indian Law	Anthropology Department	
	ANTH 479 Tribal Government	Anthropology Department	
	ANTH 481/581 Native American Religions; Native American Women; Native American Arts	Anthropology Department	
	ANTH 489 Special Topics in Am. Indian Studies	Anthropology Department	
	ENGL 489 American Indian Literature	English/Anthropology	
	MGT 492 POW WOW	MGT/Anthropology	
	ANTH 493/593 Native Americans in Film	Anthropology Department	
	ANTH 499/PHIL 499 Native American Philosophy	Anthropology Department	
	ANTH 572 Native American Arts	Anthropology Department	
	ANTH 576 Seminar in American Indian Studies	Anthropology Department	

Educational Programs

Lewis-Clark State College			
	Nez Perce Language Minor	Academic Affairs	courses and instruction funded by humanities division.
	NP101 Elem Nez Perce 1	Humanities	
	NP 102 Elem Nez Perce II	Humanities	
	NP 109 Elem Nez Perce Lab	Humanities	
	NP 201 Intermed. Nez Perce I	Humanities	
	NP 202 Intermed Nez Perce II	Humanities	
	NP209 Nez Perce Lab (2 sem.)	Humanities	
	NP 310 Nez Perce Conversation and Mentorship I	Humanities	
	NP 311 Nez Perce Conversation and Mentorship II	Humanities	
	Native American Studies Minor	Academic Affairs	courses and instruction funded by humanities division and social science divisions.
	ANTH 292 Intro to Native Amer Studies	Social Science Dept.	
	ENGL 473 Native Amer. Oral Lit	Humanities	
	HIST 340 History of the Nez Perce Tribe	Social Science Dept.	
	ANTH 292 Intro to Native Amer Studies	Social Science Dept.	
	ANTH 320 North American Indians	Social Science Dept.	
	HIST 240 Native Amer. History	Social Science Dept.	
	ANTH 170 Intro Native Amer. Studies	Social Science Dept.	
	ENGL 474 Native American Written Lit	Humanities	
	ENGL 473 Native American Oral Lit	Humanities	
	HIST 340 History of the Nez Perce Tribe	Social Science Dept.	
	SS498 Seminar in Contemporary	Social Science Dept.	
University of Idaho			
AIST Program Offerings	AIST 401 Contemporary American Issues		
	ANTH 329 North American Indians		
	ANTH 420/520 Plateau Indians		

Educational Programs

	ANTH 442 Plateau Prehistory		
	ANTH 220 Peoples of the World		
	ANTH 430 Introduction to Archaeology Methods and Theory		
	ANTH 431 Historical Archaeology		
	ENGL 484 American Indian Literature		
	ENGL 404/504 Literature of Environmental Justice3		
	HIST 431 History of Indian-White Relations		
	PHIL 381 American Indian Environmental Philosophies		
	SOC 423 Social Stratification		

Service Programs

Institution	Service Programs Offered	Funding Source	Federal Funding Amounts	Expiration Dates for Program Funding	Number of Native Students Served	Notes
Boise State University						
	Upward Bound	Federal	\$1,000,000 (over four years)		50 (per year)	
	College Assistance Migrant Program	Federal	\$425,000 (annually)		0	Program works with 40 first year students each year, and then provides follow-up for the next three years.
	Student Support Services Program		\$318,515 (annually)	2010	2 (out of 180)	Program provides general tutoring and counseling services to low-income/first generation Sophomores-Seniors.
	McNair Program		\$225,000 (annually)	2012	2 (out of 25)	Provides 3rd and 4th year students counseling services in the area of research. Pairs a student with a faculty mentor doing research, provides opportunities for students to visit graduate programs.
Idaho State University						
	TRIO 1. <i>Pre-College Upward Bound</i> 2. <i>Educational Talent Search</i> 3. <i>Student Support Services</i>	Federal (Four Year Funding Cycle)	1. \$359,488 2. \$463,595 3. \$280,758	1. May 30, 2011 2. August 31, 2010 3. August 31, 2009	54 (out of 1047)	Provides support services that include advising, counseling (academic, personal, financial, career) and tutoring. Must have an academic need and meet one of the federal eligibility requirements.

Service Programs

	Academic Native American Student Support Services (Provides academic advising, financial aid counseling, admission processing, etc.)	Enrollment Management fiscal year local accounts		Yearly		Advising Night, Culturally Relevant Workshops, Financial Aid Workshops, Lunch Bunch, Native Success Academy, Native American Awareness Week, Native American Heritage Month, Parent Nights, Scholarship Workshops, Semester Calling, Winter Powwow, Spring Powwow, Stress Management Workshop, Time Management Workshop, Freshmen Orientation, Crossroads Presentation, Student Organization Advisor, Academic Advising, Transfer Advising, Admission Workshops
	College of Technology	PTE				College preparation workshops funded by PTE revenue stream. Offered at request of school.
Lewis-Clark State College						
	American Indian Student Leadership in Education (AISLE) Grant	federal	\$187,000 for 2008-2009	Expires 2009	75 students per semester	Designed to provide a center (Pi'Amkinwaas - dedicated 9/2/05) for Native American students on campus, work with 12 tribal schools in the Northwest, and is looking to support 10-15 students in working toward a teaching degree.
	AISLE Teacher Education Project Grant program	federal	\$1.1 million	Grant is in year 2 of 4 year cycle 2006-2010	12 students	The grant focuses on assisting education majors ready to enter the teacher education program.
	Indian Education Summer Institute				45 students each summer	Part of the AISLE activities.

Service Programs

	Grow Your Own Teacher Scholarship program	SBOE		Grant is in the 6th year of funding.	11 students	Program is funded through the Board and State Legislature. Focuses on Native American and Hispanic students who are working and/or volunteering in public schools.
	The Clearwater Valley Education Talent Search program	federal	\$225,000 annually	Grant is in 2nd year of a five year cycle.	600 middle and high school students	Works with area schools on the Nez Perce Reservation to support higher education and career awareness to middle and high school students while also providing tutoring and mentoring services.
	Native American & Minority Student Services	LCSC			140-150 students per semester	Works with all ethnic minority students on campus as part of Division of Student Services
University of Idaho						
	HOIST Program	State		Open	15-20 each summer	To increase the interest and performance of Native American students in high school science and mathematics courses, encourage students to pursue post-secondary studies, improve the preparation of Native American students for post-secondary SMET studies.
	Student Support Services	USDOE-Title IV	\$306,663	8/31/2010; we will rewrite the grant this October.	4 in 2006-07 6 in 2007-08	SSS is a TRIO program which provides academic support services to first generation, low income students and students with disabilities. The goal is to increase the retention and graduation rates of the target population.

Service Programs

	Upward Bound	US Dept. of Education	\$935,445 annual programs) (3	2011	Varied (approx. 70/year)	Focused on college enrollment and completion, Upward Bound's academic year services include mentoring programs, academic assistance, college and financial aid application assistance, counseling, as well as cultural and social development activities.
	McNair Program	US Dept. of Education	\$231,000/yr for 4 years (until 20011)	2011	6 since 2003	McNair serves undergraduate students who are low-income, first generation, or are from an underrepresented group. Our goal is to prepare these students for graduate school through seminars on research and graduate school. The UI McNair program was first funded in 2003 and we are currently in our second funding cycle.
	CAMP	US Dept. of Education	\$360,000 per year/5 year grant	6/30/2009	2 w/in last 4 years	CAMP supports students from seasonal/migrant farm working backgrounds with scholarship and support service for the freshman year only at the University of Idaho.

Enrollment Numbers

Institution	2006-2007 Native American Faculty Numbers	2006-2007 Native American Students Enrolled	2006-2007 Native American Undergraduate Students	2006-2007 Native American Technology Students	2006-2007 Native American Graduate Students	2006-2007 Native American Graduates
Boise State University	5	209	203	0	6	23
Idaho State University	5	198	143	37	18	20
Lewis-Clark State College	2	139	139	32	0	19
University of Idaho	3	135	108	0	23	28

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

SUBJECT

Recognition of Stevens-Henager College's Accrediting Agency

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.11.100. Recognition of Accreditation Organizations.

BACKGROUND

For purposes of registering postsecondary educational institutions in Idaho, the Board currently recognizes the regional accreditation organizations listed in IDAPA 08.01.11.100 (below). The Board also recognizes organizations recognized by and in good standing with the U.S. Department of Education and the Council on Higher Education Accreditation.

- Middle States Association of Schools and Colleges (MSA), Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NEASC-CIHE)
- North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools (SACS), Commission on Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

The Board approved a temporary and proposed rule at their April 17, 2008 meeting, which included the addition of language allowing the Board to recognize other accreditation organizations on a case-by-case basis.

DISCUSSION

In accordance with IDAPA 08.01.11.100, Stevens-Henager College requests that the State Board of Education recognize the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) as a recognized accrediting organization. Stevens-Henager needs the recognition of their accrediting agency approved in order to proceed with a streamlined registration because they currently do not meet the standards/criteria required in the full registration process outlined in rule. Staff created a review process using standards for accrediting organizations used by the U.S. Department of Education. A review of ACCSCT indicated that those standards were met.

ATTACHMENTS

Attachment 1 - Accrediting Agency Recognition Review Process	Page 3
Attachment 2 – Review of Accrediting Commission of Career Schools and Colleges of Technology	Page 5

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

STAFF COMMENTS AND RECOMMENDATIONS

Stevens-Henager provided a copy of the ACCSCT's Standards of Accreditation for review. Staff reviewed the standards with input from the Council on Academic Affairs and Programs (CAAP) committee. At their June 5, 2008 meeting, CAAP recommended that the Board recognize the accrediting agency as requested. Board staff concurs with the recommendation.

BOARD ACTION

A motion to recognize the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) as an approved accrediting organization for the purposes of registering Stevens-Henager College as a postsecondary educational institution with the Office of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

DRAFT
SBOE ACCREDITING AGENCY -- RECOGNITION WORKSHEET

DRAFT

**** SBOE Staff will verify that the accrediting agency is currently Recognized by, and in "Good Standing" with, the USDE and/or CHEA.** (Note: USDE "annotates" their on-line list within 24 hours of receiving evidence of "special circumstances." The official list of "recognized" accrediting agencies is only updated every 6mo by direction of the Secretary of Education.)

SIX (6) CHEA CRITERIA (Council for Higher Education Accreditation) a/o January 2006

- * Advance academic quality
- * Demonstrate accountability (Rust color = Required Category)
- * Encourage, where appropriate, self scrutiny and planning for change and needed improvement
- * Employ appropriate and fair procedures in decision making
- * Demonstrate ongoing review of accreditation practice
- * Possess sufficient resources

NOTE: CHEA recognition standards place primary emphasis on academic quality assurance and improvement for an institution or program. They focus mainly on demonstrated accountability, purposeful change and improvement, generally fair practices and sustainable fiscal stability.

TEN (10) USDE CRITERIA

- * Success with respect to student achievement in relation to the institution's mission, including as appropriate, consideration of course completion, State licensing examination and job placement rates.
- * Curricula
- * Faculty
- * Facilities, equipment and supplies
- * Fiscal and administrative capacity as appropriate to the specified scale of operations
- * Student support services
- * Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising
- * Measures of program length and the objectives of the degrees or credentials offered
- * Record of student complaints received by, or available to, the agency
- * Record of compliance with the institution's program responsibilities under Title IV of the Act, based on the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews and any other information that the Secretary may provide to the agency.

NOTE: USDE recognition standards place primary emphasis on whether an institution of program is of sufficient quality to qualify for federal funds for student financial aid and other federal programs ... as required under the 1965 federal Higher Education Act (Title IV) as amended.

RECOGNITION SCORING WORKSHEET

Each applicant for inclusion on the SBOE list of recognized accrediting agencies will be reviewed by the Chief Post-Secondary Academic Officer and CAAP per the criteria listed below. Overall scores are not Pass/Fail, but used as part of SBOE's final decision-making review of the overall application.

NOTE: Remember that these criteria are how the Accrediting Agency Evaluates a School; they do not necessarily apply to the agency itself.

NOTE: Total score of 40 Points (the median score) is considered acceptable. Scores below the median would require exceptional circumstances for approval.

Alternatively, an agency must have 12 of the 17 categories marked "YES" (including all 7 "required") with an above average minimum score of 2.75 in each of the 12 categories.

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RECOGNITION SCORING WORKSHEET: Review requested by: Stevens-Henager College**AGENCY NAME:** The Accrediting Commission of Career Schools and Colleges of Technology -- ACCSCT

(All references below locate information provided in the ACCSCT standards & operations Manual, dated March 15, 2007)

Institutional Criteria: Present in Agency's review of schools. (First 6 categories are Required)	Y / N	Review Team scoring criteria: 1-Poor 2-Fair 3-Good 4-Excellent (score) (+ any written comments)	
1. ** OSBE Staff has verified that the accrediting agency is in "Good Standing" with USDE and/or CHEA? -- USDE -- CHEA	Y N	N/A	(no score in this category)
2. Are adequate and appropriate measures in place regarding program length, degree objectives and credentials being offered?	Y	2.5	P64, C2.II.A general requirements
3. Demonstrates accountability in all areas of endeavor?	Y	1.75	P53.C1.X Notification & Info Sharing (accrediting agency responsibility)
4. Possess sufficient resources to satisfy demands for services?	Y	2.5	P61, (Fin) C2.I.C. financial stability P74, C2.III.A&B Educational Administration & Faculty Qualifications
5. Fiscal, Management and Administrative capacity is appropriate for specified scale of operations?	Y	3.0	P33, C1.V.B-C-D. Annual Reporting requirements P60, C2.IA-B-C Management & Admin Operations
6. Adequate student support services for current or projected enrollment?	Y	2.25	P64, C2.II General Program Requirements P66, C2.II.A.5 Learning resource System P77, C2.IV Student Recruitment P80, C2.V Admission Policies & Practices P82, C2.VI Student Services
7. Are recruiting/admissions, advertising practices, academic calendars, grading policy, and all school publications appropriately focused?	Y	2.5	P77, C2.IV Student Recruitment P80, C2.V Admission Policies & Practices
8. Does the school appropriately encourage self-scrutiny and planning for change and needed improvements?	Y	3.0	P32.C1.V Annual Reporting (to accrediting agency) P60, C2.IA-B Management & Admin Operations
9. Does the school employ appropriate procedures in decision making?	Y	1.75	P60, C2.IA-B-C Management & Admin Operations
10. Does the school demonstrate ongoing review of accreditation practice?	Y	2.5	P32, C1.V Annual Reporting (to accrediting agency) P60, C2.IA-B Management & Admin Operations
11. Is student achievement adequate in relation to the institution's mission, consideration overall course completion, state licensing exams, and job placement rates?	Y	2.75	P96, Appx IV Student Achievement Rates (also see P86, VII.C.2.b)
12. Is curricula sufficiently broad and of sufficient depth to adequately prepare students for workplace assignments and marketplace success?	Y	3.5	P67, C2.II Program Requirements (overall)
13. Does the Administration and Faculty possess sufficient credentials, background and academic preparation for instructional responsibilities? -- Does the school achieve reasonable retention of Admin/Faculty?	Y	3.0	P60, C2.IA-B Management & Admin Operations P74-75, C2.III Educational Administration & Faculty Qualifications

			P95, Appx III Faculty Qualification Provisions
14. Are overall facilities, equipment and supplies adequate for demand?	Y	2.5	P62, C2.I.E. Student Loan Repayment
15. Are records of student complaints available to accrediting agency?	Y	3.5	P83, C2.VI.D Student Complaints
16. Is the school focused on improvements in academic quality?	Y	3.0	P60, C2.I.A-B Management & Admin Operations
17. Is the institution's record of compliance on Title IV program responsibilities readily available? -- Is it based on most recent student loan default rate data // results of financial and/or compliance audits // and program reviews regarding the agency.	Y	3.0	P62, C2.I.E. Student Loan Repayment
Total Number of Categories marked "Yes" ►	16	43.75	◄ Total Score (between 16 - 64, 40 = median score)

Reviewer Name/Date: Harv Lyter, May 20, 2008

Reviewer Comments:

3. Demonstrates accountability in all areas of endeavor? Score 1.75

-- There was little attention paid to the school's overall accountability to public notice-information, to parents or local officials of any type. Exception was the area of student recruitment and catalog publication, where very strict standards of conduct were listed in great detail. Accountability "issues" and references are spread throughout the manual, but never specifically articulated as such.

6. Adequate student support services for current or projected enrollment? Score 2.25

-- Although given a near median score, it should be noted that no mention was made about projecting anything like a total student body "capacity" vs available classroom seats, lab spaces, dorm rooms, etc - the real measure of "how many" students the school can "hold" in a given semester/term. (Recognize that no widely accepted formula to calculate this "capacity" currently exists. Each school arrives at these numbers independently.)

7. Are recruiting/admissions, advertising practices, academic calendars, grading policy, and all school publications appropriately focused? Score 2.5

-- Although the "presence" of these areas was well covered, there was little evidence of the depth or scope required in each; other than a list of "do's & don'ts." The appropriate "focus" was never articulated.

9. Does the school employ appropriate procedures in decision making? Score 1.75

-- Although references to this measure were present throughout the manual, little specific example or requirement was given.

12. Is curricula sufficiently broad and of sufficient depth to adequately prepare students for workplace assignments and marketplace success? Score 3.5

-- Might be the best covered area of the entire manual. Great detail and specific example given for how academic programs should be organized and presented.

13. Does the Administration and Faculty possess sufficient credentials, background and academic preparation for instructional responsibilities? (sub-bullet)-- Does the school achieve reasonable retention of Admin/Faculty? Score 3.0

-- Although scored well overall on attention to Admin/Faculty qualifications, there was no mention of retention rates for these important players in the operation of the business. Continuity of service delivery was never mentioned (not that I could find!)

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08
TITLE 01
CHAPTER 11

**08.01.11 - REGISTRATION OF POST SECONDARY EDUCATIONAL INSTITUTIONS AND
PROPRIETARY SCHOOLS**

100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.

Registration of Post Secondary Educational Institutions. For purposes of registration of post secondary educational institutions, the Board recognizes the regional accreditation organizations listed in subsections 100.01. through 100.06., below. In addition, the Board recognizes institutional accreditation organizations which are also recognized by and in good standing with both the United States Department of Education and by the Council for Higher Education Accreditation, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). Further, the Board may recognize other accreditation organizations on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board's Chief Higher Education Academic Officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such evaluation and review.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

One Year Contract Renewal with Questar Assessment, Inc for Idaho English Language Assessment (IELA).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.J.
Grants and Contracts
IDAPA 08.02.03 - Section 111.
No Child Left Behind Act of 2001. Section 1111(b)(7)

BACKGROUND

The federal requirements under the No Child Left Behind Act of 2001 for standard achievement testing require a statewide English language proficiency test for all students designated as limited English proficient (LEP).

Through the Division of Purchasing, the State Board of Education entered into a three (3) year contract with Questar Assessment, Inc (formerly TASA, Inc), beginning in July 2005. In the contract, the Division of Purchasing allowed for two 1-year contract renewal options. The current contract with Questar will end July 11, 2008 and the IELA Assessment Program wants to implement the first 1-year renewal option which will extend the contract through July 11, 2009.

DISCUSSION

The IELA Program and the Idaho school districts have been very pleased with Questar's implementation of the Idaho English Language Assessment. Therefore, the IELA Program wishes to extend the contract and continue working with Questar to deliver the assessment for the 2008-2009 school year. The contract will be extended to continue the full implementation of the IELA, which includes all of the annually implemented items in the original contract (i.e. production, printing, distribution, scoring and reporting of the tests for all Idaho school districts with LEP students.) Several additional items will be included in the contract extension in order to continue the process of ongoing test development.

The total negotiated cost of the one (1) year renewal is: \$595,193

The additional and clarified contract items are essential for the furtherance of the contract and will include:

- New Test Forms. New test forms will be developed with items field tested in 2008, under the original contract. Questar will augment the IELA test blueprints to guide the construction of new test forms. All test forms will be designed and built utilizing existing IELA items and custom items developed for Idaho and field tested in the 2007-2008 academic year. The new test forms will be equated to previous forms and scores reported on the same score scale. Questar will equate one Level 1 form and one Level 2 form in each grade cluster to 2007-08 forms.

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- Reports. Additional reports required will include a Parent Report/Spanish Translation, a data file of all assessment pre-identification information containing the student scores from the previous spring testing, and a data file of all students and assessment scores after each assessment year.
- Document Storage/Disposal. Questar will shred all unused materials immediately upon receipt and processing and will provide secure long-term storage of used scorable materials for three (3) years. Specific scorable materials, such as student answer documents, will be retrieved and sent to ISBE upon written request at a cost of \$250 per ten (10) retrieved. Used scorable materials will be shredded at the end of the 3-year storage period. All paper documents that are image scanned and stored electronically will be shredded immediately. All used non-scannable test booklets will be stored for 180 days, and then shredded.
- Standards Reconsideration. Questar will conduct a Standards Reconsideration process that will update the standards (cut scores) set by the panel in 2006 under the original contract.
- Item Database. A test item database will be maintained, which will include updating edited items, adding newly created items, and keeping track of item usage. The database contents will be transferred to the ISBE at the end of the contract. Questar will also provide Idaho with an interpretation manual for the contents of the database.
- Item Data Review. Questar will facilitate a 3 day item data review meeting for all new items field tested on the IELA 2008.
- Licensing agreement with Montana. The IELA program will continue a licensing agreement with the State of Montana to permit its use of the spring 2008 and spring 2009 Idaho English Language Assessment. Questar will provide a credit to the Board of four dollars (\$4.00) for each student who will be administered the MontCAS English Language Proficiency assessment in Montana or twenty thousand dollars (\$20,000), whichever amount is greater.
- Technical Documentation. Questar will provide technical documentation to the Board for all activities, including standards reconsideration processes, test blueprints, annual technical reports with a table of contents, field test reports, item data review reports, item development reports, equating reports, and summary management reports, no later than 4 weeks after completion of the activity. Questar will provide the Board with one (1) hard copy binder and two (2) CDs of all the technical documentation generated during the year by June 1, 2009.

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- Student Matching. Questar will provide assistance to districts to match students with unique LEP numbers by providing a file of potential student matches, once the districts have uploaded their Pre Identification roster. These numbers will then be matched and tracked with the new unique student ID number that will be in place by spring 2008.
- Technical Advisory Committee. Questar will represent itself at the Idaho Assessment Technical Advisory Committee (TAC) meetings in Boise on a quarterly basis.

IMPACT

The impact of the contract extension will be minimal, as there will be no change in vendor, therefore maintaining the continuity in testing vendors for Idaho school districts. There will also be no vendor overlap costs associated with a release of a new RFP. In addition, the contract renewal cost is consistent with the previous 3 years of the contract (Year 1 - \$658,395, Year 2 - \$584,150, Year 3 - \$555,857).

If the contract is not extended, Idaho will not have a language assessment for LEP students in place for the 2008-2009 school year, as required under Title I and III of No Child Left Behind. Before the contract expires, the State Board of Education will need to release a 2nd Request for Proposal (RFP) for the continuation of the administration of the IELA Assessment. The IELA program plans to release and RFP in 2009 so that there will be a new vendor in place for the 2010-2011 school year.

ATTACHMENTS:

Attachment 1 – IELA Contract Extension Amendment

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STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends the approval of the first one (1) year contract renewal with Questar.

BOARD ACTION

A motion to approve a one (1) year contract renewal with the Office of the State Board of Education and Questar Assessment, Inc. at a cost of \$595,193 in substantial conformance to the form submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Attachment 1

**FOURTH AMENDMENT TO
AGREEMENT FOR IMPLEMENTATION OF AN ENGLISH LANGUAGE
PROFICIENCY ASSESSMENT**

This FOURTH AMENDMENT TO AGREEMENT FOR IMPLEMENTATION OF AN ENGLISH LANGUAGE PROFICIENCY ASSESSMENT ("Fourth Amendment") is made effective as of the 12th day of July 2008 by and between the **STATE OF IDAHO**, by and through the Department of Administration, Division of Purchasing (Purchasing) on behalf of the State Board of Education ("Board"), and **QUESTAR ASSESSMENT, INC.**, a Delaware corporation, formerly known as **TOUCHSTONE APPLIED SCIENCE ASSOCIATES, INC.** (hereinafter referred to as "Questar").

RECITALS

A. Purchasing issued a Request for Proposals for Implementation of an English Language Proficiency Assessment on May 16, 2005 under request for proposals number RFP01618 (the "RFP").

B. Questar was the successful bidder under the RFP and Purchasing and Questar entered into Contract Purchase Order number CPO01884 dated as of July 12, 2005 (the "Purchase Order"). The RFP and the Purchase Order were amended by the First Amendment to Agreement for Implementation of an English Language Proficiency Assessment dated as of December 21, 2005, the Second Amendment to Agreement for Implementation of an English Language Proficiency Assessment dated October 24, 2006; and the Third Amendment to Agreement for Implementation of an English Language Proficiency Assessment dated November 5, 2007 (collectively, the "Amendments"). The RFP, Purchase Order and the Amendments are collectively referred to as the "Contract".

C. The parties desire to further amend the Contract as provided herein.

AGREEMENT

NOW THEREFORE, in consideration of the above recitals, which are incorporated herein by this reference, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. *Extension and Continuation of Terms.* The Contract is hereby extended through July 11, 2009. Its terms remain in full force and effect except as specifically modified in this Fourth Amendment. All of the terms herein shall have the same meaning as contained in the Contract, except as specifically defined otherwise in this Fourth Amendment.

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2. *Contract Modifications.*

a. Reports. The Contract is hereby modified by inserting the following into the enumerated list of reports identified in RFP section 3.6.3:

- 16. A Parent Brochure (PDF file to the Board)
- 17. A Spanish Translation of Parent Brochure (PDF file to the Board)
- 18. A data file of all Pre ID information (CD to the Board). The Pre ID file will contain the students' scores from the previous spring testing.
- 19. CD of all students and assessment scores to the Board

b. Document Storage and Disposal. The Contract is hereby modified by deleting the existing subsection III.2.7 Document Storage/Disposal of Questar's technical proposal to the Board and inserting the following:

Document Storage/Disposal.

Questar will maintain the non-scorable materials in the order in which they had been scanned for security. Questar will maintain scorable materials according to their processing, so that they can be retrieved quickly as needed. In the unlikely event that processing inaccuracies are discovered, Questar will reprocess the materials at no additional cost to the Board.

Questar will shred all paper documents that are image scanned and stored electronically immediately following scanning. Questar will shred all unused materials immediately upon receipt and processing. Questar will provide secure long-term storage of used scorable materials for three (3) years. Specific scorable materials, such as student answer documents, will be retrieved and sent to the Board upon written request at a cost of \$40 per document or \$250 per ten (10) documents retrieved. Used scorable materials will be shredded at the end of the three (3) year storage period. All used non-scannable test booklets will be stored for 180 days, then shredded at the end of the 180 day period. Questar will work with a local New York recycling contractor to shred the materials. The recycling contractor will then provide Questar with a certificate of secure destruction. Questar shall provide a copy of such certificate to the Board upon request.

c. Montana Licensing Agreement. The Contract is hereby modified by deleting paragraph 2 of the Second Amendment to Agreement for Implementation of an English Language Proficiency Assessment dated October 24, 2006, and inserting the following:

- 2. The Board will negotiate terms of a licensing agreement with the State of Montana to permit its use of the following (collectively (a)-(f), the "Licensed Property"):

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a. The spring 2008 Idaho English Language Assessment developed for the Board by Questar under the Contract (the "Spring 2008 Assessment").

b. The raw score to scale score conversion tables developed for the Board by Questar under the Contract for the Spring 2008 Assessment.

c. Answer keys for the Spring 2008 Assessment.

d. The spring 2009 Idaho English Language Assessment developed for the Board by Questar under the Idaho Contract (the "Spring 2009 Assessment").

e. The raw score to scale score conversion tables developed for the Board by Questar under the Idaho Contract for the Spring 2009 Assessment.

f. Answer keys for the Spring 2009 Assessment.

Upon receipt by Questar of an executed copy of the licensing agreement between the Board and the State of Montana, Questar shall be permitted to utilize the Licensed Property to the extent Questar and the State of Montana determine is necessary or desirable to create assessments for the MontCAS English Language Proficiency assessments for the State of Montana that may be identical or substantially similar to the Licensed Property (the "Montana Assessments"). The Board hereby specifically grants Questar a license to create the Montana Assessments for 2008 and 2009 as a derivative work of the Licensed Property.

d. Montana License Fees. The Contract is hereby modified by deleting paragraph 3 of the Second Amendment to Agreement for Implementation of an English Language Proficiency Assessment dated October 24, 2006, and inserting the following:

3. Following execution of the licensing agreement with the State of Montana for the Licensed Property, Questar shall provide a credit to the Board of four dollars (\$4.00) for each student who is administered the Montana Assessments or twenty thousand dollars (\$20,000), whichever amount is greater. Such credit shall appear on the billing immediately following any administration of the Spring 2008 and/or Spring 2009 Montana Assessments.

3. *Additional Contract Terms.* The Contract is hereby modified by adding the following terms and conditions:

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a. Equating of New Forms. In addition to the terms set forth in RFP section 3.6 and the corresponding sections of Questar's proposal, the following terms shall apply to the Contract.

i. Equating Required. Questar will equate all test forms developed under this Fourth Amendment to previous test forms (IELA 2006, IELA 2007, IELA 2008) and scale scores for the new forms will be reported on the same score scale as the prior forms.

ii. Equating Process. Questar will equate IELA forms using a "common item" or "anchor test" design. As used in this section, "Anchor Items" are identical Items that appear on both test forms being equated. For example, the identical Item in the Spring 2006 form and 2007 form is an Anchor Item. Prior to equating each Anchor Item, Questar will evaluate the Anchor Item for stability. "Stability" shall mean that the Item performs similarly in successive administrations. The calibrated difficulty (step value) of each Anchor Item in the current year will be plotted against the calibrated difficulty of that Item in the prior year using the following plotting process:

A. Plotting. The plotting goal is for the points to fall on a 45-degree line, indicating that calibrated values are stable from year to year. As used in this subsection, those points that fall far from the 45-degree line are referred to as "Outliers". Questar will remove the Outliers from the Anchor Item pool and use the remaining Anchor Items to develop a "Linking Constant" that places the Item step values from the current year on the same Rasch logit scale as the prior year. Questar will compute the Linking Constant as the difference between the average step value from the prior form's Winsteps calibration and the current year's average step value.

B. Application. Questar shall apply the process described in subsection iiA to equate one (1) Level 1 and one (1) Level 2 form in the applicable grade clusters to 2007-08 forms. Scale scores were developed in 2006 for each grade cluster and the Early Fluent and Fluent proficiency level cut scores were set to pre-specified values. The same linear transformation that was developed in the first year for each grade cluster form will be applied to the equated Rasch log ability scale for new grade cluster forms to yield equated scale scores.

b. Standards Reconsideration. In addition to the terms set forth in RFP section 3.13.9 and the corresponding sections of Questar's proposal, the following terms shall apply to the Contract.

i. Standards Reconsideration Process. Questar will conduct a standards reconsideration process no later than July 10, 2009. The process will update the standards set under the standard-setting operations conducted in 2006 pursuant to RFP section 3.13.9. The standards reconsideration process will start with existing standards and be conducted using the same methodology used by Questar.. The standards reconsideration process will be completed with one (1) panel composed of eighteen (18) panel members selected by the Board and will take place over no more

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than three (3) days. Based on the review of updated test materials, the panel will issue a recommendation concerning the revision of the previously established cut scores. The recommendation will be presented to the Board Manager by Questar for Board approval no later than two (2) weeks following the conclusion of the standards reconsideration process.

ii. Coordination, Costs and Facilities. Questar shall be responsible for all tasks related to the standards reconsideration process. Questar's responsibilities shall include obtaining the facilities, preparing training materials, training the participants, obtaining necessary audio-visual and computer equipment, maintaining records of the proceedings, guiding the discussions, and tallying the results of the various rounds of voting. All reasonable costs associated with the standards reconsideration process, including meeting costs and participant costs such as travel, lodging, stipends and a \$100 per/day honoraria shall be borne by Questar.

c. Item Data Review. In addition to the terms set forth in RFP section 3.15 and the corresponding sections of Questar's proposal, the following terms shall apply to the Contract.

i. Item Data Review Process. Questar will facilitate a three (3) day Item data review meeting attended by twelve (12) Idaho educators selected by the Board. The Item data review meeting will review all new Items field tested on the IELA 2008. The meeting will take place in Idaho in the summer of 2008. Questar staff members who have previous experience running data review meetings will facilitate the meeting. Questar will prepare and submit a plan for the conduct of the Item data review meetings to the Board Manager for approval not less than four (4) weeks prior to the first date of the meeting.

ii. Participant Materials and Security. Each participant will receive an Item binder with information concerning only one (1) Item per page. The Item information shall include the statistics associated with the Item, such as the corresponding student responses. All binders will be numbered and Questar shall implement strict security measures during the meeting and for control of all secure materials. Questar will retain secure materials, including shipping such materials to its facilities, or ensure secure materials are shredded using a secure process.

iii. Coordination, Costs and Facilities. Questar shall be responsible for all tasks related to the Item data review process. Questar's responsibilities shall include obtaining the facilities, preparing training materials, training the participants, obtaining necessary audio-visual and computer equipment, maintaining records of the proceedings, guiding the discussions, and tallying the results of the various rounds of voting. All reasonable costs associated with the Item data review process, including meeting costs and participant costs such as travel, lodging, stipends and a \$100 per/day honoraria shall be borne by Questar

d. Item Database. Questar will maintain an Item Database that includes all

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Items transferred from the Mountain West Assessment Consortium, which Items Idaho represents and warrants that it has the right to permit Questar to use as contemplated herein, as well as Items developed for Idaho under the Contract. The Item Database will track the updating of edited Items, Item usage and the addition of newly created Items. The Item Database contents will be transferred to the Board at the termination or expiration of the Contract in Accessible Format. As used in this section, "Accessible Format" shall mean that Questar will provide copies of Items to the Board accessible in Microsoft Word, with the Word version specified to the Board, accompanied by any images and associated artwork, capable of copying and insertion into new electronic documents, and without locking or 'screen shots'. Questar will also provide for each Item the Item number, correct answer key, Item field test history, the score and value for each Item, the Item position and test form, and any directions and other pertinent data associated with the Item.

e. Technical Documentation. Questar will provide the following technical documentation (the Reports) to the Board:

- Test Blueprints;
- Report on Field Testing (including classical item statistics);
- Item Data Review Report;
- Technical Report with a table of contents (and including equating results);
- Standards Reconsideration Report;
- Summary Management Report

Technical documentation shall be due no later than four (4) weeks after the completion of the activities included in each respective Report. Questar will provide the Board with one (1) hard copy binder and two (2) CDs of all the technical documentation generated during this full contract by August 15, 2009.

f. Test Form Design. Questar will augment the IELA test blueprints to guide the construction of new test forms. Questar will submit the IELA Item development blueprints to the Board Manager no later than July 1, 2008. Questar will design and build all test forms utilizing existing IELA Items, as adapted from the MWAC item bank, and custom Items developed for Idaho and field tested in the 2007-2008 academic year. To be eligible for inclusion on a new test form, Items must meet certain difficulty and discrimination criteria as determined by Questar using best practices (i.e., p-values between 0.25 and 0.90 and point-biserial correlations >0.20) and in consultation with the Board Manager. Finally, Questar will select Items for individual forms in such a way that alignment and coverage of the Idaho English Language Development Standards are maximized. For the Kindergarten grade cluster, there will be one (1) form. Within each of the other grade clusters (1-2, 3-5, 6-8, and 9-12), forms will be designed at two (2) levels: Level 1 forms will be appropriate for students whose English proficiency is at the "beginning" level, or on the lower end of the English Proficiency scale. Level 2 forms will be appropriate for students whose English proficiency has advanced beyond the beginning level. Level 1 forms are intended to be slightly more difficult than the current Level 1 forms, in accordance with the range of abilities demonstrated by students administered previous Level 1 forms). Within each grade cluster, except K, there will be two Level 2 forms. Both Level 1 and Level 2 forms will be similar in length (in terms of number of Items and points within each language domain) to the forms administered in the 2007-

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08 academic year. Each of the Level 2 forms in each grade cluster will share twenty-five percent (25%) common Items within each language domain. For example twenty-five percent (25%) of the Speaking Items on Form C2a will be identical to Items on C2b. These common Items will serve as the basis for equating the forms within each grade cluster.

In addition to the common Items across alternate forms, each of the forms in a grade cluster will share twenty-five percent (25%) common Items with forms in the adjacent grade cluster. For example twenty-five percent (25%) of the Items on Form C2a will also appear on Form D2a. For each pair of grade clusters, these common Items will be drawn from the upper and from the lower grade cluster. For example, Form C2 Items will appear on D2 and D2 Items on C2. These common Items will be used as the basis for a vertical scale. This vertical articulation of the test content will help ensure that the proficiency standards are applied evenly across grade clusters. The design of all forms will be submitted for approval by the Board Manager prior to beginning production. The Board Manager will have a maximum of five (5) business days to review each form.

g. Student Matching. Questar will provide assistance to districts to match students with numbers. Such assistance will include providing a file of potential student matches, once the districts have uploaded their Pre Identification roster. Questar will match and track these numbers with the new unique student ID number that will be in place by spring 2008.

h. Attendance at Technical Advisory Committee Meetings. Questar will represent itself at the Idaho Assessment Technical Advisory Committee (TAC) meetings in Boise on a quarterly basis. A Questar representative will attend one meeting in person and will be available for other meetings by telephone. Questar will make all travel arrangements and pay all costs associated with such attendance.

4. *Budget and Payment.*

a. Extension Term Budget. The State shall pay Questar for all services between the expiration of the original Contract on July 11, 2008 and July 11, 2009 as set forth in Exhibit A. The State shall not be liable to Questar for any expenses Questar pays or incurs unless agreed to herein or as otherwise agreed to in writing by the Purchasing and the Board. Except as set forth in the Contract or this Fourth Amendment, Questar shall supply, at its sole expense, all equipment, tools, materials or supplies to accomplish the services to be performed pursuant to the Contract and this Fourth Amendment. Reimbursable expenses, as more particularly discussed in section 2.12.2 of the RFP, shall not exceed the estimated reimbursable expenses set forth on Exhibit A. Services will be invoiced as more particularly set forth in RFP section 2.12.3. Questar may invoice the Board for partial payment for the portion of products and services rendered in each quarter and Idaho agrees to remit payment for such items in the same manner as payment is made for completed products and services.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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b. Additional Payment Remedies. The following row is added to the chart contained in RFP section 2.13.3. The chart and terms of RFP section 2.13.3 remain in full force and effect except for the following addition.

Event of Default	Delay of One (1) to Seven (7) Days	Delay of Eight (8) or More Days
Failure to provide the technical documentation (the Reports) required by section 3(e) of this Fourth Amendment within six (6) weeks of the completion of the activities specified therein.*	\$3,850.00	\$7,700.00

*Any failure to provide technical documentation within the time frame specified, shall give rise to only one liquidated damage payment per Report, such that the amount of the delay and requisite payment shall be computed when the technical documentation is actually submitted by Questar or the delay has exceeded eight (8) days and the maximum liquidated damages payment incurred.

5. This Fourth Amendment shall be governed by, construed, and enforced in accordance with, the laws of Idaho without regard to its conflicts of law principles.

6. The Contract, as amended by this Fourth Amendment constitutes the entire agreement between the parties and supersedes all prior agreements or understandings between Questar, Purchasing and the Board. The Agreement may not be further amended in any manner except in a writing signed by Questar and Purchasing.

7. This Contract may be executed in counterparts. Each such counterpart shall constitute an original, but all such counterparts shall constitute but one agreement.

[Signature Page Follows]

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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NOW THEREFORE, the parties have entered into this Fourth Amendment effective as of the date first written above.

STATE OF IDAHO
Department of Administration
Division of Purchasing

QUESTAR ASSESSMENT, INC.

By: _____
Its _____

By: _____
Its _____

WITH ITS SIGNATURE SET FORTH BELOW, the State Board of Education acknowledges that it has reviewed this Fourth Amendment and has approved such Fourth Amendment as to substance and form.

STATE OF IDAHO
State Board of Education

By: _____
Its _____
Date: _____

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

J. Grants and Contracts

April 2002

J. Grants and Contracts

1. Policies

For policies pertaining to grants and contracts, including application and acceptance reporting requirements, see Section V.N.

2. Applications and Acceptances

Acceptance of a grant or contract by the Board should not be construed to be either endorsement or approval of future programs, activities, or services of an institution but simply an acceptance of the grant or contract activity for a specified time period. Any new program, activity, or service initiated by a grant or contract is subject to the policies, procedures, and rules of the institution and the Board.

3. Institutional Policies and Procedures

Each institution will establish and maintain comprehensive policies and procedures, subject to Board review and action, for the review and administration of grants and contracts. Such policies and procedures will ensure that grant and contract activities are consistent with the institution's role and mission statement, instructional commitments, and financial capabilities. Such policies and procedures must include provisions on conflict of interest, safety of human subjects in research activities, and compliance with state and federal requirements.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.03
Rules Governing Thoroughness

IDAPA 08.02.03.111 – Assessment in the Public Schools

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), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), and the Idaho Alternate Assessment. (4-2-08)

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 Content 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. (4-2-08)

- a.** Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- b.** Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- c.** Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- d.** Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- e.** Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- f.** Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- g.** Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- h.** Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- i.** Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- j.** Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- k.** Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- l.** Grade 11 – Idaho English Language Assessment. (4-2-08)
- m.** Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (4-2-08)

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

f. The Idaho English Language Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)

No Child Left Behind Act of 2001. Section 1111(b)(7)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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ACADEMIC ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY- Each State plan shall demonstrate that local educational agencies in the State will, beginning not later than school year 2002-2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the State educational agency, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of this paragraph by that deadline and that the State will complete implementation within the additional 1-year period.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

Distribution of \$500,000 for Advanced Opportunities Training

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.106 Rules Governing Thoroughness Advanced Opportunities
(Effective July 1, 2008)

House Bill 669 Appropriations – Public Schools, Section 6 (2)

BACKGROUND

In FY 2009, \$500,000 was appropriated in the Public Schools budget for training teachers to effectively provide advanced learning opportunities. The allocation of the funds is to be determined jointly by the State Board of Education and the Superintendent of Public Instruction.

ATTACHMENTS

Attachment 1 – Estimated Distribution List

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff from the Office of the State Board of Education and the Department of Education have met and agreed on an allocation plan. Using the senior count total from the state for the 2007-2008 school year, the money will be divided at an equitable rate among all districts. All districts and all charter schools will receive a minimum of \$500. The funds are to be utilized for Advanced Placement Institutes, Pre-Advanced Placement Institutes, Vertical Training Institutes, and/or Online Training Institutes

BOARD ACTION

A motion to approve the plan designed by Department and Board staff to allocate \$500,000 to Idaho's LEAs for teacher training in advanced learning opportunities for students.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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2008-2009 Advanced Opportunity Training Estimated Distribution

School District / Charter School	2007-2008 Grade 12 Fall Enrollment	Distribution
001 Boise Independent	2,052	\$53,435.00
002 Meridian Joint	2,103	54,760.00
003 Kuna Joint	246	6,406.00
011 Meadows Valley	13	500.00 *
013 Council	29	755.00
021 Marsh Valley Joint	96	2,500.00
025 Pocatello	841	21,900.00
033 Bear Lake County	105	2,734.00
041 St. Maries Joint	100	2,604.00
044 Plummer / Worley Joint	21	547.00
052 Snake River	139	3,620.00
055 Blackfoot	275	7,161.00
058 Aberdeen	60	1,562.00
059 Firth	65	1,693.00
060 Shelley Joint	157	4,088.00
061 Blaine County	216	5,625.00
071 Garden Valley	19	495.00
072 Basin	34	885.00
073 Horseshoe Bend	18	500.00 *
083 West Bonner County	105	2,734.00
084 Lake Pend Oreille	330	8,593.00
091 Idaho Falls	788	20,520.00
092 Swan Valley Elementary	2	500.00 *
093 Bonneville Joint	600	15,624.00
101 Boundary County	110	2,864.00
111 Butte County	36	937.00
121 Camas County	20	521.00
131 Nampa	848	22,082.00
132 Caldwell	316	8,229.00
133 Wilder	24	625.00
134 Middleton	176	4,583.00
135 Notus	25	651.00
136 Melba Joint	43	1,120.00
137 Parma	65	1,693.00
139 Vallivue	293	7,630.00
148 Grace Joint	41	1,068.00
149 North Gem	13	500.00 *
150 Soda Springs Joint	88	2,292.00
151 Cassia County Joint	319	8,307.00
161 Clark County Joint	10	500.00 *
171 Orofino Joint	109	2,838.00
181 Challis Joint	39	1,016.00
182 Mackay Joint	15	500.00 *
191 Prairie Elementary	0	500.00 *
192 Glenns Ferry Joint	42	1,094.00
193 Mountain Home	219	5,703.00
201 Preston Joint	169	4,401.00
202 West Side Joint	38	990.00
215 Fremont County Joint	173	4,505.00
221 Emmett Independent	240	6,250.00
231 Gooding Joint	103	2,682.00
232 Wendell	80	2,083.00
233 Hagerman Joint	27	703.00
234 Bliss Joint	14	500.00 *
242 Cottonwood Joint	33	859.00
243 Salmon River Joint	15	500.00 *
244 Mountain View	98	2,552.00
251 Jefferson County Joint	289	7,526.00
252 Ririe Joint	52	1,354.00
253 West Jefferson	45	1,172.00
261 Jerome Joint	241	6,276.00
262 Valley	49	1,276.00
271 Coeur d' Alene	884	23,020.00
272 Lakeland	339	8,828.00
273 Post Falls	289	7,526.00
274 Kootenai Joint	25	651.00
281 Moscow	209	5,442.00
282 Genesee Joint	27	703.00
283 Kendrick Joint	31	807.00
285 Potlatch	33	859.00
287 Troy	22	573.00
288 Whitepine Joint	35	911.00
291 Salmon	92	2,396.00
292 South Lemhi	7	500.00 *

IRSA

* Increased Fall Enrollment distribution to meet minimum of \$500.00 per district.

TAB 8 Page 3

2008-2009 Advanced Opportunity Training Estimated Distribution

School District / Charter School	2007-2008 Grade 12 Fall Enrollment	Distribution
302 Nezperce Joint	16	500.00 *
304 Kamiah Joint	36	937.00
305 Highland Joint	19	495.00
312 Shoshone Joint	30	781.00
314 Dietrich	15	500.00 *
316 Richfield	11	500.00 *
321 Madison	321	8,359.00
322 Sugar-Salem Joint	109	2,838.00
331 Minidoka County Joint	287	7,474.00
340 Lewiston Independent	388	10,104.00
341 Lapwai	38	990.00
342 Culdesac Joint	15	500.00 *
351 Oneida County	65	1,693.00
363 Marsing Joint	40	1,042.00
364 Pleasant Valley Elementary	1	500.00 *
365 Bruneau-Grand View Joint	34	885.00
370 Homedale Joint	92	2,396.00
371 Payette Joint	131	3,411.00
372 New Plymouth	63	1,641.00
373 Fruitland	108	2,812.00
381 American Falls Joint	136	3,541.00
382 Rockland	11	500.00 *
383 Arbon Elementary	0	500.00 *
391 Kellogg Joint	72	1,875.00
392 Mullan	12	500.00 *
393 Wallace	28	729.00
394 Avery	0	500.00 *
401 Teton County	119	3,099.00
411 Twin Falls	479	12,473.00
412 Buhl Joint	62	1,614.00
413 Filer	107	2,786.00
414 Kimberly	100	2,604.00
415 Hansen	19	495.00
416 Three Creek Joint Elementary	0	500.00 *
417 Castleford Joint	21	547.00
418 Murtaugh Joint	18	500.00 *
421 McCall-Donnelly Joint	80	2,083.00
422 Cascade	32	833.00
431 Weiser	123	3,203.00
432 Cambridge Joint	16	500.00 *
433 Midvale	16	500.00 *
001C ANSER of Idaho, Inc.	0	500.00 *
001C Hidden Springs Charter School	0	500.00 *
002C Meridian Charter High School, Inc.	42	1,094.00
002C North Star Charter School	0	500.00 *
002C Meridian Medical Arts Charter School	44	1,146.00
025C Pocatello Community Charter School	0	500.00 *
052C Idaho Leadership Academy	21	547.00
055C Blackfoot Charter Community Learning Center	0	500.00 *
084C Sandpoint Charter School	0	500.00 *
131C Idaho Arts Charter School	9	500.00 *
139C Thomas Jefferson Charter School	0	500.00 *
271C Coeur d' Alene Charter Academy	25	651.00
281C Moscow Charter School	0	500.00 *
288C Idaho Distance Education Academy	36	937.00
291C Upper Carmen Charter School	0	500.00 *
331C ARTEC Charter School	56	1,458.00
451 Victory Charter School	0	500.00 *
452 Idaho Virtual Academy	3	500.00 *
453 Richard McKenna Charter School	124	3,229.00
454 Rolling Hills Charter School	0	500.00 *
455 Compass Charter School	0	500.00 *
456 Falcon Ridge Charter School	0	500.00 *
457 Inspire Virtual Charter School	0	500.00 *
458 Liberty Charter School	33	859.00
459 Garden City Community School	0	500.00 *
460 Academy at the Roosevelt Center	0	500.00 *
461 Taylor's Crossing Charter School	0	500.00 *
462 Xavier Charter School	0	500.00 *
463 Vision Charter School	0	500.00 *
464 White Pine Charter School	0	500.00 *
TOTAL	18,587	\$500,000.00

IRSA

TAB 8 Page 4

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

House Bill 669 Appropriations
Public Schools, Section 6

6 SECTION 6. Of the moneys appropriated in Section 3 of this act,
7 \$1,000,000 shall be distributed as follows:
8 (1) \$500,000 shall be distributed to train general education teachers,
9 gifted/talented (G/T) facilitators, administrators and/or parents to better
10 meet the needs of gifted/talented students. One-half (1/2) of these funds
11 shall be allocated pro rata based on each district's prior year total student
12 enrollment compared to the prior year total statewide enrollment. One-half
13 (1/2) of these funds shall be allocated based on the number of gifted/talented
14 students identified and served as indicated on the prior year's December 1
15 child count. The number of gifted/talented students identified for purposes of
16 this section shall not exceed seven percent (7%) of the district's total stu-
17 dent enrollment. No district shall receive less than \$500. Funds shall be dis-
18 tributed upon submission and approval of an application submitted to the State
19 Department of Education demonstrating how in-service training will establish
20 or improve identification and service of gifted/talented students in the five
21 (5) mandated talent areas. The Superintendent of Public Instruction may real-
22 locate any gifted/talented funds that are left unrequested by school districts
23 to all other school districts that have requested gifted/talented funds,
24 according to the distribution formula outlined in this section.
25 (2) Pursuant to the fiscal impact statement for State Board of Education
26 rule, IDAPA 08.02.03, Docket Number 08-0203-0605, \$500,000 shall be distrib-
27 uted to train teachers to provide advanced learning opportunities for stu-
28 dents. The allocation and utilization of such funds shall be determined
29 jointly by the State Board of Education and the Superintendent of Public
30 Instruction, under the administration of the State Department of Education,
31 provided that the funds not be used for state personnel costs.

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.03
Rules Governing Thoroughness

106. ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2008).

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. (3-30-07)

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

SUBJECT

Advanced Placement Test Fee Waiver Program

BACKGROUND

In 2000 the Idaho State Board of Education made application for an Advanced Placement Incentive Program (APIP) as the SEA and fiscal agent for the WICHE Western Consortium for Advanced Learning Opportunities (WCALO). When the grant was over the consortium split and each state then made their individual application for the AP Test Fee Waiver funds. During the years the grant was in place (2000 to 2006) and up until now the Board and the Department have worked together in administering the grants. Board staff submitted the grant applications, managed the budgets, contracted with the College Board, and made the payments. Department staff worked with the districts, informed them regarding funding opportunities, and communicated with the counselors.

DISCUSSION

Students just recently completed their AP tests. The high schools inform the College Board which students are eligible for payment for the AP test fees and the College Board then sends OSBE an invoice. The final invoice typically comes about November. At the end of the year we make our final payment to the College Board and report any balance, if any, to the US Department of Education. The Board and Department staff work together to write the application for the next year's funds. While the joint management of the grant has worked well it would be better served if the full oversight and management were the total responsibility of the Department.

STAFF COMMENTS AND RECOMMENDATIONS

It will be an easy transition to transfer all activities for the AP Test Fee Waiver Program from the Board to the Department. When the next application for funding is made the Department will submit the grant application and contract with the College Board without any involvement on the part of the Board.

Currently there is a new APIP grant opportunity to fund training. The Department can make the grant application without the Board and specify the grant project director as someone in the Department.

BOARD ACTION

A motion to transfer all oversight and implementation activities for the Advanced Placement Test Fee Waiver Program to the Department of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

SUBJECT

Update on the Deaf/Heard of Hearing and Blind or Visually Impaired Delivery Model Recommendations

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section 33-101; 33-3401-3409 Idaho Code.

BACKGROUND

In 2005, the State Board of Education formed a committee to examine issues regarding the education of deaf/hard of hearing students and blind/visually impaired students in the State. The Committee was commissioned to collect and analyze information regarding current services, policies, funding and statutory responsibility and to provide recommendations for improving the delivery of services to this population of Idaho students.

The Idaho State Board of Education's Committee on the Education of the Deaf and the Blind made ten recommendations with additional issues for follow-up. One recommendation was that the State separate educational programs for the deaf/hard of hearing students from educational programs for the blind/visually impaired students.

The recommendation of program separation does not provide specifications of how, where, when or whether the programs could be within one umbrella agency. The recommendations would need Idaho State Board of Education approval. On February 23, 2006 the Board unanimously voted to approve the recommendations provided by the Committee on the Education of the Deaf and the Blind and to direct staff to move forward to implement the recommendations, including proposing revision to legislation, rules, or policies as necessary.

Following the approval of the recommendations, a work group was formed on April, 28, 2006, then a transition committee in December, 2006. Each group concentrated on the individual needs of the population of students it represented. Additionally, each group and the Office of the State Board of Education considered how programs and services could be separated. Factors of consideration included:

- Meeting the needs of the student(s),
- The structure and qualification of administration,
- Efficacy/budget balance.

The committee created a workgroup for further examination and reporting on these issues. They deemed a need for change and for the formation of a Transition Committee to produce 1). Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind/Visually Impaired and Deaf/Hard of Hearing, and 2). A new service delivery model.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired were approved by the State Board of Education on October 11, 2007. The Idaho State Legislature approved the Standards during the 2008 legislative session.

A service delivery model was proposed to the State Board of Education on August 9, 2007. The Board voted unanimously to postpone vote on the agenda item until a later date.

DISCUSSION

In response to Board members' discussion during the meeting in August, 2007 the Office of the State Board of Education (OSBE) has worked on gathering additional information. In doing so, OSBE staff have learned that over the three-year period of time the service delivery model has been analyzed that:

1. Stakeholders are not satisfied with the oversight and investigative process conducted by the State thus far. Stakeholders feel alienated and underrepresented.
2. The study has focused on certain themes rather than the comprehensive state-wide service delivery model and impact of services on the entire state. Blind/visually impaired and deaf/hard of hearing stakeholders have been vying for resources against one another.

To address these issues and to assist the Board in making an informed, thorough decision OSBE staff has written a summative report and will host a Summit July 30 – August 1.

The summative report is a synthesis of the work, reports, and proposals completed thus far. Additionally, the summative report includes an analysis of the federal and state law, a review of our state-wide service delivery model with current data and best-practice information for students who are blind/visually impaired or deaf/hard of hearing.

The summit is a two and a half-day professionally facilitated meeting. The goal of the summit is to provide stakeholders the opportunity to authentically contribute to Idaho's service delivery model for students with sensory impairments. Participants will work as a collaborative team to create a set of recommendations for the State Board of Education. OSBE staff will present the recommendations to the State Board of Education at the August Board meeting.

The summit will be held on July 30-31 and Aug 1. Participants need to attend for the duration of the summit in order to maximize group cohesion and understanding of the complexity of the issues. The design of this summit is not for public testimony, presentations, or proposals to be brought forth. Input, ideas and steps will be generated by participants and agreed upon by the group step-

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

by-step. The facilitators will maintain forward momentum in assisting the participants to have authentic input without repeating the steps taken by committees and informal groups in the past.

Participants will read the summative report prior to the summit. All participants will have a workbook at the summit and will bring their summative report.

ATTACHMENTS

Attachment 1 – Summative Report Executive Summary

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

OSBE staff recommends State Board of Education members participate in the summit. The facilitators feel that if the recommendations are going to be approved that participation during the summit from the Board members is imperative. OSBE staff seeks your assistance in resolution of this matter.

The facilitators are willing to hold a conference call with any or all Board members if you have questions or concerns regarding this matter prior to the summit.

BOARD ACTION

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

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Attachment 1

Executive Summary

The Issue

We need very specialized personnel to provide direct and support services to students with sensory impairments, families, and educational staff. Idaho is challenged in meeting the diverse needs of students with sensory impairments:

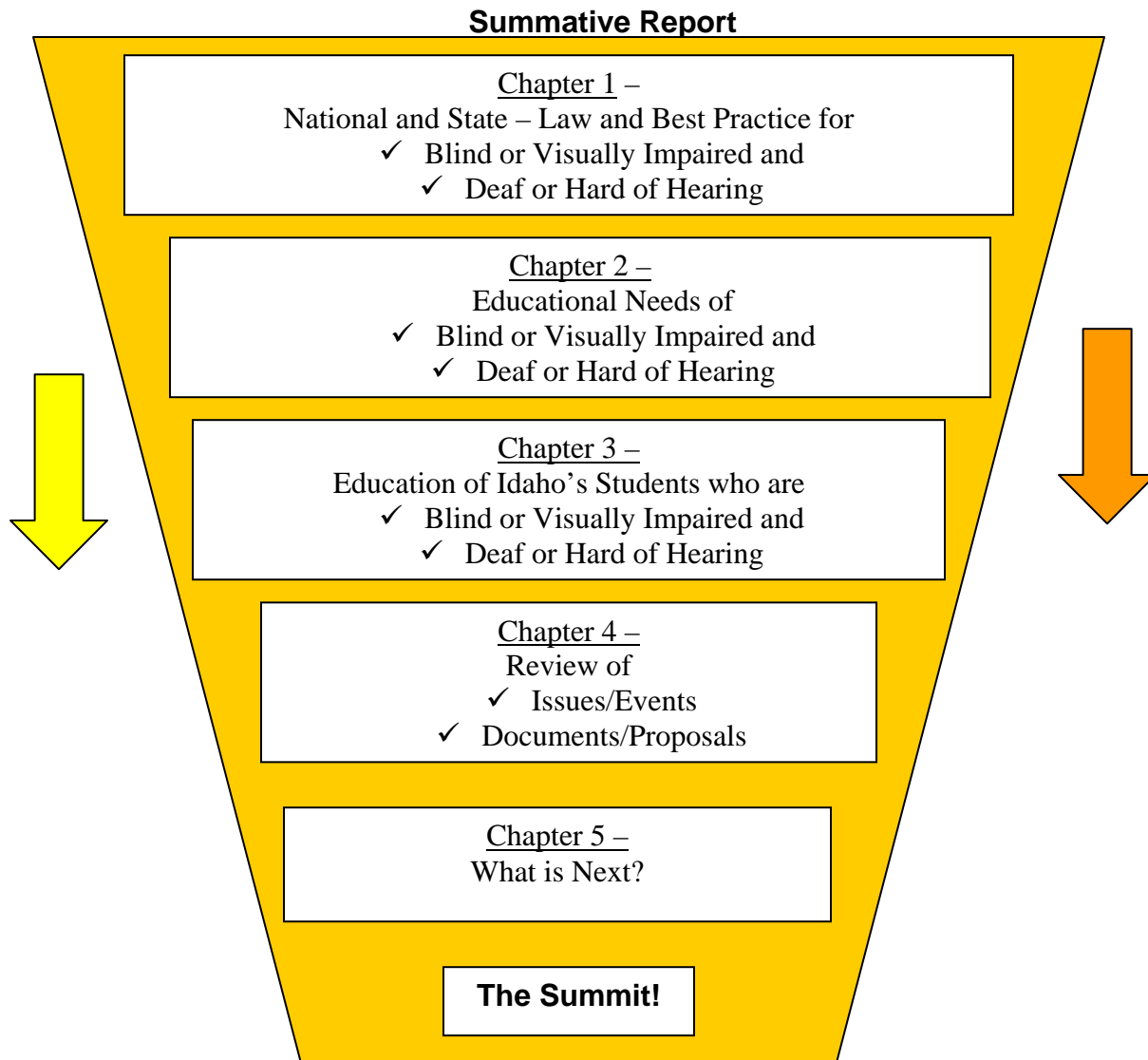
- 1) given the rural nature of our state and the low incidence nature of the population(s),
- 2) the need for more specialized/highly qualified personnel, and the lack of training programs to prepare that personnel, and
- 3) the high cost of the educational services required to meet the individual needs of the students/families and the high cost related to the service delivery structure in place,

We need to further study and gain genuine input from stakeholders to determine how to most effectively meet the needs of our students who are visually impaired or deaf or hard of hearing, including those with additional disabilities or deaf-blindness.

What is the Summative Report?

The summative report is a compilation of materials. It is written to guide the reader from the large picture from the federal level to detail about Idaho's services. This "funneling effect" provides the reader with a large source of information in an organized manner.

Although the educational needs are significantly different, the summative report includes information about the education of students who are blind or visually impaired and students who are deaf or hard of hearing. The report is structured to address the population needs separately, while also addressing issues of relevance simultaneously which relate to both populations.



Since the commencement of the Office of Performance Evaluations Report of the Idaho School for the Deaf and the Blind in 2005, Idaho's service delivery model has been under review by many formal and informal committees. The stakeholders feel uncertain about the future of services. We have a service delivery system in place that continues providing services throughout this controversy. The summative report provides a foundation of:

1. What we are required to do based on Federal and State law,
2. The best practices that guide our profession at a national level,
3. The educational needs of students who are blind or visually impaired and of students who are deaf or hard of hearing,
4. How services are provided in Idaho (What is our service delivery model?)
5. And what will come next?

These chapters outline information critical in forming decisions about the structure of educational service delivery and needs of students.

Chapter one addresses the national law that guides us. It is the Individuals with Disabilities Education Act. The components of the law specifically considered are (a) Free Appropriate Public Education, (b) Least Restrictive Environment, and (c) the Full Continuum of Placement Options. These laws impact the way services are provided within our current service delivery model in Idaho.

Blindness or visual impairments and deafness or loss of hearing are low incidence disabilities. A school district in Idaho may have one student who is deaf or a student with a visual impairment. The staff at the school may not have had previous experience in working with a student who is deaf. The needs of students who are blind or visually impaired or deaf or hard of hearing are explained in chapter two. The impact of a sensory loss on a student is greater than purely academic. The laws that guide us from the federal and state level in addition to an understanding of the needs of the student with a sensory loss create an opportunity for service and placement decisions.

Chapter three reviews the service structure in our State. This chapter gives the face to Idaho. Who receives services, how students qualify, the number of students receiving services, their locations, the service delivery providers and their roles are all linked together.

The fourth chapter is a review of what we have done so far to review our service delivery model. Committees, evaluations, proposals, and other documents have been generated to analyze our structure. We have received recommendations but we have not made decisions other than to continue as we were previously operating with new standards.

And finally, the last chapter discusses the next step in the process: Where do we go from here?

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

SUBJECT

Approval of the Idaho Accountability Workbook

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03 - Section 112, Accountability

No Child Left Behind Act of 2001. Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)

Consolidated State Application Accountability Workbook, Pages 2 and 26

BACKGROUND

The No Child Left Behind Act of 2001 requires an overall accountability plan summarizing the implementation status for required elements of the Idaho accountability system. The Consolidated State Application Accountability Workbook (CSAAW) was first submitted in 2003. Contents included in the CSAAW are cited in Board rule, 08.02.03 Rules Governing Thoroughness. The plan is reviewed annually by Board staff. Amendments are submitted each March and approved by the U.S. Department of Education (USDE).

DISCUSSION

Idaho requested two amendments in March of 2008. USDE has communicated verbal approval. Final approval is expected prior to the June 2008 Board meeting. In January 2008, the Board convened a group of Idaho Superintendents to review the Idaho Accountability Plan and offer input. The stakeholders requested that Idaho seed an amendment to revise the process for small schools. The formula used to date is punitive when student populations do not meet the minimum number of 34 for statistical calculations. The revision will allow schools and districts to be evaluated on a three year rolling average or the current year AYP percentage proficient, whichever is higher. Currently these schools are locked into a rolling average that keeps them in the Needs Improvement category even when they are meeting the required percentage proficient in the most recent year of testing.

The second amendment will add an additional year to current targets to offer an additional year of stability as schools and districts adjust to the new test (2007) and new standards (2006).

Principle 3: State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading and mathematics by no later than 2013-2014.

When the plan was written in 2002, the continuous growth plan set the 100% proficiency requirement for the year 2013. The amendment keeps the targets where they are for an additional year and still maintains the requirement of a progression that reaches 100% by 2014.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

IMPACT

The impact of the first amendment is a fairer calculation of meeting AYP for small schools and districts. Schools and districts will be able to report the status of their schools accurately and not have sanctions unfairly imposed.

The impact of the second amendment does not take away any accountability for schools and districts. It does, however, offer stability to a system that has undergone much change since 2005.

ATTACHMENTS:

Attachment 1 – Consolidated State Application Accountability Workbook Summary of Proposed Changes Page 3
Attachment 2 – Consolidated State Application Accountability Workbook Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the amendment for changing the averaging formula as a corrective measure that will allow the districts to be fairly measured and held accountable.

Staff recommends maintaining correct targets for an additional year to allow our schools and districts an additional year to adjust to the new standards and ISAT test.

Staff recommends that the Board ratify the document, with these two amendments, in its entirety.

BOARD ACTION

A motion to approve the changes in Board Rule to approve the proposed amendments and ratify the entire Consolidated State Application Accountability Workbook.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

Consolidated State Application Accountability Workbook
Summary of Proposed Changes

2007 Approved Language:

Within Idaho there are approximately 51 small schools that do not have a total of 34 students in the tested class levels. For those small schools, the Board and the Idaho State Department of Education (ISDE) will determine AYP using the total subgroup only and averaging the current year's Idaho State Achievement Test (ISAT) test scores plus scores from the previous two years to obtain a more consistent and reliable AYP decision. (Consolidated State Application Accountability Workbook, page 2)

2008 Proposed Language:

Within Idaho there are approximately 51 small schools that do not have a total of 34 students in the tested class levels. For those small schools, the Board and the Idaho State Department of Education (ISDE) will determine AYP using the total subgroup only and averaging the current year's Idaho State Achievement Test (ISAT) test scores plus scores from the previous two years and comparing the results to the current year's scores. The highest score will be used to determine the school's AYP. This approach rewards schools and districts for efforts that result in strong single year achievement gains and minimizes the potential for inaccurately inferring that a school or district has failed to make standards. (Consolidated State Application Accountability Workbook, page 2)

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State of Idaho

Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**



**Idaho State Board of Education
650 West State Street
Boise, Idaho 83720-0037
February 2007**

PART I: Summary of Required Elements for the State Accountability Systems

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	Idaho Statewide Assessment and Accountability Plan Element	Page
Principle 1: All Schools		
F	1.1 Accountability system includes <i>all schools and districts in the state</i> .	1
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .	2
F	1.3 Accountability system incorporates the <i>academic achievement standards</i> .	4
F	1.4 Accountability system provides <i>information in a timely manner</i> .	6
F	1.5 Accountability system includes <i>report cards</i> .	7
F	1.6 Accountability system includes <i>rewards and sanctions</i> .	12
Principle 2: All Students		
F	2.1 The accountability system includes <i>all students</i> .	14
F	2.2 The accountability system has a consistent definition of full academic year.	16
F	2.3 The accountability system properly includes <i>mobile students</i> .	17
Principle 3: Method of AYP Determinations		
F	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .	18
F	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made Adequate Yearly Progress</i> .	20
F	3.2a Accountability system establishes a <i>starting point</i> .	23
F	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .	25
F	3.2c Accountability system establishes <i>intermediate goals</i> .	26
Principle 4: Annual Decisions		
F	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.	27

STATUS Legend

F – Final state policy

P – Proposed policy, awaiting Idaho State Board of Education approval

W – Working to formulate policy

Status	State Accountability System Element	Page
<u>Principle 5: Subgroup Accountability</u>		
F	5.1 The accountability system <i>includes all the required student subgroups.</i>	29
F	5.2 The accountability system <i>holds schools and LEAs accountable for the progress of student subgroups.</i>	31
F	5.3 The accountability system <i>includes students with disabilities.</i>	32
F	5.4 The accountability system <i>includes limited English proficient students.</i>	33
F	5.5 The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.	35
F	5.6 The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.	37
<u>Principle 6: Based on Academic Assessments</u>		
F	6.1 Accountability Plan is based primarily on academic assessments.	38
<u>Principle 7: Additional Indicators</u>		
F	7.1 Accountability system includes <i>graduation rate for high schools.</i>	40
F	7.2 Accountability system includes an <i>additional academic indicator for elementary and middle schools.</i>	43
F	7.3 Additional indicators are valid and reliable.	45
<u>Principle 8: Separate Decisions for Reading and Mathematics</u>		
F	8.1 Accountability system holds students, schools and districts separately accountable for <i>reading and mathematics.</i>	46
<u>Principle 9 Plan Validity and Reliability</u>		
F	9.1 Accountability system produces <i>reliable decisions.</i>	47
F	9.2 Accountability system produces <i>valid decisions.</i>	48
F	9.3 State has a plan for addressing changes in assessment and student population.	49
<u>Principle 10: Participation Rate</u>		
F	10.1 Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.	50
F	10.2 Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools.</i>	51

STATUS Legend

F – Final policy

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LEGEND

Assessment	Reference to both the Idaho Standards Achievement Tests and the Idaho Alternative Assessment Test
ADA	Average Daily Attendance
AYP	Adequate Yearly Progress
Board	Idaho State Board of Education
ELP	Education Learning Plan (for LEP students)
FERPA	Family Educational Rights and Privacy Act
IDAPA	Rules adopted under the Idaho Administrative Procedures Act; rules are enforceable as law in the state.
Indicators	Assessment, participation rate, graduation rate, proficiency rate, additional academic indicator
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan (for special education students)
ISDE	Idaho State Department of Education
LEA	Local Education Agency (local school district)
LEP	Limited English Proficiency
NCES	National Center for Educational Statistics
NCLB	No Child Left Behind Act of 2001
NWEA	Northwest Evaluation Association
NWREL	Northwest Regional Education Laboratory
Plan	Idaho Statewide Assessment and Accountability Plan
SEA	State Education Agency

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PART II: State Response and activities for Meeting State Accountability System Requirements

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

1.1 How does the State Accountability System include every public school and LEA in the State?

Each Idaho public school and Local Education Agency (LEA) is required to make Adequate Yearly Progress (AYP) and is included in the Idaho Statewide Assessment and Accountability Plan (Plan). The requirement to participate is specified in the Board approved Plan incorporated into Idaho Administrative Code (IDAPA) 08.02.03. AYP determinations for all public schools and districts have been made since summer 2003 based on the spring Idaho Standards Achievement Tests (ISAT) test scores.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula described in Idaho Code §33-1002 and governed by the Idaho State Board of Education described in Idaho Code §33-116. Schools that are accredited will receive an AYP determination. Programs not accredited will be included with the sponsoring accredited school. For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district or a public charter school designated as an LEA.

The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended the associated feeder school.

Within Idaho there are approximately 51 small schools that do not have a total of 34 students in the tested class levels. For those small schools, the Board and the Idaho State Department of Education (ISDE) will determine AYP using the total subgroup only and averaging the current year's Idaho State Achievement Test (ISAT) test scores plus scores from the previous two years to obtain a more consistent and reliable AYP decision.

Evidence:

Idaho Code §§33-116 and 33-1002

Idaho Administrative Code (IDAPA) 08.02.03

1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?

The baseline for AYP was calculated using scores from the spring 2003 administration of the ISAT. Achievement tests for reading/language arts and mathematics for grades 4, 8, and 10 were introduced in Spring 2003. Achievement tests for grades 3 and 7 were added in 2004. Tests for grades 5 and 6 followed in 2005. The system of assessment is defined in IDAPA 08.02.03.111, Rules Governing Thoroughness, State Board of Education.

The rule includes the state content assessments in the required subjects, participation rate requirements, a graduation rate for high schools, and a third indicator for elementary and middle schools. Under direction of the Board, ISDE uses the Plan to identify schools in need of improvement. In terms of accountability, the Board-approved Plan leads to AYP determination based on:

- An incremental increase of students in the aggregate and each subgroup scoring at proficiency. Scores from the spring 2003 ISAT test determined the baseline.
- A minimum of ninety-five percent (95%) of all students and each subgroup at the time of test-taking participating in the statewide assessment (ISAT and the Alternate Assessment or a three-year average of rates of participation.)
- A student performance rate for elementary and middle schools determined by the Board that indicates improvement by students over the rate from the preceding year or meeting the annual target on the state language usage test. See Section 7.2.
- The Board has adopted a student graduation rate target of 90% by 2012-13 for high schools with an annual rate improvement from present through 2013. Capability to disaggregate graduation rate begins in the 2006-2007 school year.

All Idaho public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula described in Idaho Code §33-1002 and governed by the Idaho State Board of Education (Idaho Code §33-116). For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district or public charter school designated as an LEA.

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The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school.

All students with disabilities in Idaho public schools as defined under Section 602(3) of the Individuals with Disabilities Education Act (IDEA) will participate in the Plan. The Individualized Education Program (IEP) team will determine how students with disabilities will participate in the Plan. The Idaho Alternate Assessment (approved following peer review in 2006) yields reading and mathematics assessment results for inclusion in AYP determination.

Students' scores from the Idaho Alternate Assessment are aggregated with those from the ISAT for all students and each subgroup. See Section 5.3 for a description of the process that was developed to aggregate the scores from the Idaho Alternate Assessment with those from the ISAT for the school, LEA, and state results.

Idaho has identified four performance levels (See Section 1.3) for the ISAT. ISAT is comprised of custom-developed, computer-adaptive assessments that include multiple measures in the areas of reading and mathematics. The ISAT tests were first administered in grades 4, 8, and 10 in 2003. By the 2004-2005 school year Idaho was testing in grades 3 through 8 and in grade 10. For purposes of determining AYP, only the grade-level tests are used.

All of the required subgroups, including students with disabilities and LEP students, who are enrolled in a public school for a full academic year will be included in the performance measures that determine AYP and accreditation status of schools. LEP students who are enrolled in their first 12 months of school in the United States may take the English Proficiency test in lieu of the reading/language arts ISAT but will be required to take the math ISAT with accommodations or adaptations as determined by their English Learning Plan (ELP). These students are included in the participation rates but not in the proficiency calculations for their first administration of the ISAT as allowed by federal flexibility.

Evidence:

Idaho Code §§33-116 and 33-1002
IDAPA 08.02.03

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1.3 Does the State have, at a minimum, a definition of *basic, proficient, and advanced* student achievement levels in reading/language arts and mathematics?

Idaho has defined four levels of student achievement for the ISAT: Advanced, Proficient**, Basic, and Below Basic. A general description of each of the levels is listed below:

- **Advanced** Student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his/her current educational level.
- **Proficient** Student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently on all major concepts and skills at his/her educational level.
- **Basic** Student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors.
- **Below Basic** Student demonstrates a significant lack of knowledge and skills and is unable to complete basic skills or knowledge sets without significant remediation.

All of the ISAT assessments are aligned to the content standards. For the content standards in reading and mathematics, performance level descriptors by subject by grade have been developed to describe what students know and are able to do at each of the four proficiency levels in each subject in each grade.

Achievement standards (cut scores) for each performance level at each grade level have been set and approved by the Board. These scores are applied uniformly for all students in all public schools.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Reading							
Advanced	212	219	225	229	233	236	239
Proficient	193	199	204	208	211	213	219
Basic	181	190	195	200	206	208	215
Below Basic	180 and below	189 and below	194 and below	199 and below	205 and below	207 and below	214 and below

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Math							
Advanced	214	224	235	239	243	250	258
Proficient	202	211	218	224	228	233	241
Basic	189	199	205	214	220	226	235
Below Basic	188 and below	198 and below	204 and below	213 and below	219 and below	225 and below	234 and below
Language Usage							
Advanced	207	214	221	225	228	232	234
Proficient	194	201	208	212	215	219	222
Basic	186	193	200	204	207	211	213
Below Basic	185 and below	192 and below	199 and below	203 and below	206 and below	210 and below	212 and below

****Idaho has set the proficient level to meet the proficient level specified in *No Child Left Behind*.**

Evidence:

Idaho State Board of Education action March 2003

IDAPA 08.02.03.111

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1.4 How does the State provide accountability and adequate yearly decisions and information in a timely manner?

Idaho will provide decisions about AYP in time for LEAs to implement the required provisions of *No Child Left Behind* before the beginning of the subsequent academic year.

For the purpose of determining AYP, the State Board will ensure that results of the state academic assessment will be available to the LEAs in a timely manner. (See Chart 1.)

Chart 1. Timeline

Timeline	Activity
Mid-April to Mid-May Test Administration Window (annually)	Statewide assessment administration
Throughout the testing window (annually)	Collection of information on students enrolled for full academic year
Six to eight weeks from Assessment Administration	Assessment vendor required to provide assessment results to the Board
June (annually)	Schools receive aggregate assessment results
July (annually)	Schools are notified of preliminary AYP status
Before the first day of school	LEA notification to parents regarding school choice and supplemental services
No later than thirty days after preliminary identification of schools/LEAs not meeting AYP (annually)	School/LEA appeals process begins Challenged agency renders final determination in response to appeal

AYP determinations are final at the close of the appeals window. When schools and districts receive preliminary determinations and determine they will not be challenging the determination, they then know what the final determination will be and can immediately prepare and the required notifications.

Evidence:

IDAPA 08.02.03.112

1.5 Does the Idaho State Accountability System produce an annual State Report Card?

Yes. The Idaho State Department of Education produces an annual School Report Card that includes the required state information and also information on every LEA and school. LEAs are required to complete LEA report cards and ensure school-level report cards are produced. To aid LEAs and schools, the department provides templates to assist in meeting the required report card elements.

The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools and then incorporates that information into the single State Report Card format in the fall of each year.

The State and LEA School Report Cards include the required assessment, accountability, and teacher quality data as outlined below:

Assessment Data

The State School Report Card includes detailed assessment reports for the state, all LEAs, and all schools from the Idaho Standards Achievement Tests (ISAT) in reading, math, and language taken by students each spring.

The state phased in its assessments required under the Elementary and Secondary Education Act (ESEA) over a three year period. The 2004-05 Report Cards includes the full range of assessments in grades 3-8 and 10th grade. The 2007-08 Report Card will include results from the science assessment.

The assessment reports are different from the accountability reports in several ways:

1. The minimum “n” for reporting results is 10 for all students and subgroups.
2. The reports are by grade level.
3. The reports include all students tested, not just those enrolled for a full academic year.

For each grade and subject tested, the State School Report Card includes --

1. Information on the percentage of students tested. This information is disaggregated by the following subgroups:

- All Students
- Major Racial & Ethnic groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Migrant

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Gender

2. Information on student achievement at each proficiency level. In Idaho, the proficiency levels are: advanced, proficient, basic, below basic; the data is disaggregated by the following subgroups:

All Students
Major Racial & Ethnic groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged
Migrant
Gender

3. The assessment data include the most recent 2-year trend data in student achievement for each subject and for each grade it is available.

Accountability Data

The state Report Card includes required accountability data for the state, its LEAs, and all schools, including a comparison between student achievement levels and the state's annual measurable objectives in reading and math, and data on student performance on the state's additional academic indicators used in making adequate yearly progress (AYP) determinations, and information on districts and schools making AYP.

Specifically, the State Report Card includes:

1. A comparison between the actual achievement levels and the State's annual measurable objectives in reading and mathematics for the following subgroups:

All Students
Major Racial & Ethnic Groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged

2. A comparison between the actual participation rate and the State's annual measurable objective of 95 percent tested for the following subgroups:

All Students
Major Racial & Ethnic Groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged

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3. Information on the third academic indicator used by the State for AYP determinations. (See Sections 7.1 and 7.2 for descriptions.) The information is disaggregated for the following groups:

All Students
Major Racial & Ethnic Groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged

The state reports aggregate graduation and drop out rates for the State, its LEAs that graduate students, and all high schools. Beginning with the 2006-2007 school year the department reports disaggregated information for the following groups:

All Students
Major Racial & Ethnic Groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged

4. The State Report Card also includes the following accountability information:
- Adequate Yearly Progress determinations for each LEA and school.
 - A list of schools identified for improvement and the sanctions each faces
 - A list of LEAs identified for improvement and the sanctions each faces
5. The state Report Card goes beyond the federal requirements and includes important student safety information for the state, its LEAs and all schools. Those indicators include the number of incidents of:
- Substance (Tobacco, Alcohol, Other Drugs) Distribution, Use, and Possession on campuses
 - In-School and Out-of-School Suspensions
 - Truancies, Expulsions, and Fights on campuses
 - Insubordination, Harassment, Bullying, and Vandalism on campuses
 - Weapons, and non-firearm weapons on campuses
 - Data on violent crimes that committed on their campuses used to identify “persistently dangerous” schools.

Teacher Quality Data

The Idaho State Report Card includes Teacher Quality Data in three areas:

1. The professional qualifications of all public elementary and secondary school teachers in the State, as defined by the State;

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2. The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials; and
3. The percentage of classes in the State taught by highly qualified teachers (as the term is defined in Section 9101(23) of the ESEA), percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Dissemination

State dissemination

The ISDE produces two forms of its State School Report Card. The first is an interactive web-based version and the second is a more traditional paper version, which is posted on the ISDE website. In addition, the ISDE publishes its State Report Card in its quarterly newsletter, which is mailed to approximately 16,000 policy makers, teachers, administrators, school board members, and parents. Results from the National Assessment of Educational Progress are reported as applicable.

The State School Report Card web version is available in Spanish.

LEA dissemination

The State Department of Education publishes web-based assessment and accountability reports for each LEA and every school. The department also provides templates to assist districts in meeting the federal reporting requirements.

The templates available for LEA and school use are available at:
<http://www.sde.state.id.us/dept/administrators.asp#School> and include:

District Report Card Templates

Cover Page (Word)
AYP Indicator Report (WORD)
AYP Assessment Report (EXCEL)

Elementary Report Card Templates

Cover Page (Word)
AYP Indicator Report (WORD)
AYP Assessment Report (EXCEL)

Middle/Junior High Report Card Templates

Cover Page (Word)
AYP Indicator Report (WORD)
AYP Assessment Report (EXCEL)

High School Report Card Templates

Cover Page (WORD)

AYP Indicator Report (WORD)

AYP Assessment Report (EXCEL)

The report card requirement for LEAs and schools also has been incorporated into the state's accreditation system and is monitored through that program starting with the 2004-05 data.

The templates available for LEA and school use are available at:

<http://www.sde.state.id.us/dept/administrators.asp#School> and include:

District Report Card Templates

Cover Page

Adequate Yearly Progress (AYP) Indicator Report

AYP Assessment Report

Elementary Report Card Templates

Cover Page

AYP Indicator Report

AYP Assessment Report

Middle/Junior High Report Card Templates

Cover Page

AYP Indicator Report

AYP Assessment Report

High School Report Card Templates

Cover Page

AYP Indicator Report

AYP Assessment Report

Evidence: The Idaho State Report Card with accountability and assessment information for the state, its LEAs, and all schools is available at <http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp>.

The requirement for LEA and school report cards is identified in the accreditation procedures provided to districts and schools in Fall 2005 and available at: <http://www.sde.state.id.us/accreditation/docs/Comparison.pdf>

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1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?

Idaho developed annual measurable objectives determined by the computations for AYP during the transition period of 2002-03. Beginning in 2002-2003, Idaho administered the ISAT assessments to determine AYP for Idaho school systems. The system of assessment is defined in IDAPA 08.02.03.111, Rules Governing Thoroughness, State Board of Education.

Idaho's current Statewide Assessment and Accountability Plan is reflected in a state accountability system that includes rewards and sanctions for public schools and LEAs. The Board approved the plan in 2003 and the State Legislature approved it in 2004. The plan prescribes consequences for schools/LEAs that do not meet accreditation standards. These consequences range from development of a School Improvement Plan to possible state takeover of the school or LEA. In addition, all Idaho Title I public schools and Idaho Title 1 districts are subject to the requirements of Section 1116 of NCLB. (See Chart 2: Idaho School and LEA Sanctions)

Chart 2: Idaho School and LEA Sanctions

Not Meeting AYP After	Schools	LEAs
Year 1 & 2	Identified as not achieving AYP	Identified as not achieving AYP
Year 3	School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Intervention School Improvement Planning • Supplemental Services for eligible students in reading and math if choice not available 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Develop an Intervention Improvement Plan
Year 4	School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Previous year sanctions plus • Implementation of Intervention School Improvement Plan 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance • Implement the Intervention Improvement Plan
Year 5	School Improvement <ul style="list-style-type: none"> • Previous year sanctions plus • Corrective Action 	Corrective Action Planning <ul style="list-style-type: none"> • Technical Assistance from SDE
Year 6	School Improvement <ul style="list-style-type: none"> • Continue previous sanctions • Develop a Restructuring Plan 	Corrective Action Implementation <ul style="list-style-type: none"> • Technical Assistance from SDE
Year 7	School Improvement <ul style="list-style-type: none"> • Continue previous sanctions • Implement Alternative Governance 	

Rewards

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

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

Evidence:

IDAPA 08.02.03, Section 113
Idaho Request for Proposal for Supplemental Services Providers
State of Idaho - Approved List of Supplemental Services Providers
State Board approved Accountability Procedures

PRINCIPLE 2. All students are included in the State Accountability System.

2.1 How does the State Accountability System include all students in the State?

All Idaho public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination using data collected through the test enrollment process by the technical vendor overseen by ISBE.

The state contractor will use a web-based data collection system to collect data for all subpopulations included in NCLB requirements. This data will be included in reports prepared by Northwest Evaluation Association (NWEA) and the Bureau of Technology Services, to create reports for the schools, LEAs, and state for AYP determination.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula outlined in Idaho Code §33-1002 and governed by the Idaho State Board of Education (Idaho Code §33-116). For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district or a public charter school designated as an LEA.

The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended the associated feeder school.

All Idaho school students with disabilities as defined under section 602(3) of the Individuals with Disabilities Education Act (IDEA) amendments of 1997 and Board policy will participate in the Plan. The Individualized Education Program (IEP) team will determine how students with disabilities will participate in the Plan (i.e., ISAT or Idaho Alternate Assessment Program) as defined in Board policy. The Idaho Alternate Assessment will yield reading and mathematics assessment results for inclusion in AYP determination.

Idaho's assessment window includes five calendar weeks. The first four weeks of the testing window are considered the test administration window and the fifth week is considered the make-up window.

All LEP students in Idaho public schools are required to participate in the Plan. LEP, when used with reference to individuals, denotes:

- Individuals whose native language is a language other than English.

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- Individuals who come from environments where a language other than English is dominant.
- Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

For accountability purposes, all LEP students are included. LEP students, 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. For AYP purposes 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 the English Proficiency test 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 ELP and language proficiency score. Their participation will count positively in the 95% participation requirement for both the reading and math assessment. However, neither the math nor reading scores will be counted in the proficiency calculations.

All of the required subgroups, including students with disabilities and LEP students within the flexibility parameters allowed by the US Education Department, who are enrolled in an Idaho public school for a full academic year, will be included in the performance level measures that determine AYP and accountability status of schools.

Evidence:

Idaho Code §§33-116 and 33-1002
IDAPA 08.02.03

2.2 How does the State define “full academic year” for identifying students in AYP decisions?

As defined in Board Rule, the following students are to be included in the Plan through the completion of a full academic year.

For inclusion in AYP determination

A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if s/he has not transferred or dropped-out of the public school. Students who are serving suspensions/expulsions are still considered to be enrolled students. A student who is enrolled continuously in the LEA from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included when determining if the LEA has achieved AYP. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included when determining if the state has achieved AYP.

Evidence:

IDAPA 08.02.03, Section 112.03

2.3 How does the State determine which students have attended the same public school and/or LEA for a full academic year?

The following definition of students to be included in the Plan through the completion of a full academic year has been developed by a statewide citizen committee appointed by the Board and will be included in the Plan.

For inclusion in AYP determination

All of the following student subgroups are held accountable to the AYP indicators:

- A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP.
- A student who is enrolled continuously in the LEA from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the LEA achieved AYP.
- A student who is enrolled continuously in the state from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the state achieved AYP.

Evidence:

IDAPA 08.02.03

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading and mathematics by no later than 2013-2014.

3.1 How does the state's definition of Adequate Yearly Progress require all students to be proficient in reading and mathematics by the 2013-2014 school year?

Idaho's definition of AYP requires all students to be proficient in reading and mathematics by the end of the 2012-13 school year. It also requires all students and each subgroup to be held accountable to meet all of the academic indicators used to measure AYP (percent proficient in reading and mathematics; percent of participation in the assessments). Graduation rate for secondary schools and an additional academic indicator for elementary and middle schools will also be used to determine if a school has made AYP. (See Chart 3.) For 2006-2007 the proxy for disaggregation of high school subgroups will be based on the individual district's choice of third academic indicator for elementary and middle schools.

Chart 3. Accountability Subgroups and Academic Indicators

	Academic Indicators		Participation Rate		Graduation / Additional Academic Indicator *
	Reading % Meeting Standard	Mathematics % Meeting Standard	Reading	Mathematics	
All Students					
Economically Disadvantaged					
American Indian/Alaskan Native					
Asian					
Black/African American					
Native Hawaiian/Other Pacific Islander					
White					
Hispanic or Latino Ethnicity					
Students with Disabilities					
LEP Students					

* The school and LEA will not be required to disaggregate graduation rate and the additional academic indicator data into the subgroups for accountability unless the school and LEA are using the "Safe Harbor" provision to achieve AYP.

All subgroups identified in Chart 4 will be held accountable for the academic indicators of reading and mathematics participation rate. Graduation rate disaggregation will be available for AYP determination in the 2006-2007 school year. Idaho used spring 2002-

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2003 ISAT scores as the baseline for calculating AYP. A timeline was established for public schools to reach the goal of 100% of students proficient in reading and mathematics by the end of the 2012-13 school year. Annual intermediate goals were established beginning in the 2004–05 school year with subsequent goals in 2006-07, 2008-09 and 2010-11 to assure increases in the percent of students proficient in reading and mathematics.

The first increase occurred in 2004-05, followed by incremental increases to assure that Idaho public schools and LEAs meet the goal of 100% proficiency in 2013-14. Setting 2004-05 as the date for the first expected increase corresponds with the expected impact of current state interventions at the elementary level using research-based reading strategies and professional development initiatives.

	2002-03 2003-04	2004-05 2005-06	2006-07 2007-08	2008-09 2009-10	2010-11 2011-12	2012-13
Reading	66%	72%	78%	84%	92%	100%
Math	51%	60%	70%	80%	90%	100%
Language Usage	66%	72%	78%	84%	92%	100%

GROWTH OBJECTIVE (“Safe Harbor” Provision)

If any student subgroups do not meet or exceed the Idaho’s annual measurable objectives, the public school or LEA may be considered to have achieved AYP if the percent of students in the non-proficient subgroup:

1. Decreased by 10% from the preceding school year on the reading and mathematics indicators, as applicable,
2. Made progress on one or more of the other indicators, or is at/above the target goal for that indicator, and
3. Attained a 95% participation rate

Evidence: Board action August 2006

3.2 How does the State Accountability System determine whether each student subgroup, public school, and LEA achieves AYP?

The Plan bases the annual determination of whether each subgroup, public school, and LEA achieves AYP on the achievement of all students, including the following subgroups:

1. Economically disadvantaged
2. Racial/ethnic
3. Students with disabilities
4. Limited English Proficient

Idaho's AYP calculation also incorporates additional academic indicators of graduation rate (for secondary schools) and for elementary and middle schools beginning in the 2004-2005 school year the third indicator described in Section 7.2. For 2006-2007 the proxy for disaggregation of high school subgroups will be based on the individual district's choice of third academic indicator for elementary and middle schools. (See Chart 4.)

(NOTE: For accountability purposes, the requirement to disaggregate graduation rate and growth index data into the subgroups is effective on when the public school or LEA must use the "Safe Harbor" provision to achieve AYP.)

Idaho will use a decreasing trend calculation under the "Safe Harbor" provision to identify schools that failed to achieve AYP by the method outlined in Chart 4. An Idaho public school or LEA may be considered to have achieved AYP if the percent of students in the non-proficient subgroup:

Part 1: Decreased by 10% from the preceding school year,

Part 2: Made progress on the additional academic indicators, or is at/above the target for that academic indicator, and

Part 3: Attained a 95% participation rate

An LEA is identified for improvement when it misses AYP in the same subject and same grade span for two consecutive years, or misses the other academic indicator in the same grade span for two consecutive years.

Beginning in 2002-2003 Idaho introduced the ISAT in grades 4, 8, and 10. With this phased-in introduction, many subgroups did not appear to have missed a target in reading or math because there were less than 34 students (see section 5.5). With the

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introduction of more grades, more subgroups now have 34 or more students. To avoid the over-identification of schools and districts in “need of improvement,” Idaho will apply safe harbor (the reduction of not proficient students by 10%) to subgroups’ results from 2003 even when the “n” is less than 34.

- The safe harbor formula used is

$$\frac{\% \text{ of not proficient students, year 1} - \% \text{ of not proficient students, year 2}}{\% \text{ of not proficient students, year 1}}$$
- Idaho will use the % of not proficient students in year 1 even when “n” is less than 34
- The “n” for year 2 data must be equal to or greater than 34

Completion of the introduction of the ISAT in grades 3-8 and 10 significantly reduced the use of data from groups less than 34 to apply Part 1 of safe harbor.

Chart 4. “Safe Harbor” Provision for AYP Determination with Accountability Subgroups and Indicators

	Academic Indicators		Participation Rate		Graduation / Additional Academic Indicator*
	Reading % Meeting Standard	Mathematics % Meeting Standard	Reading	Mathematics	
	Decrease by 10% that percent of students not proficient from the preceding year in the school	Decrease by 10% that percent of students not proficient from the preceding year in the school	Attained a 95% Participation Rate	Attained a 95% Participation Rate	Meets or shows progress toward this indicator by that subgroup
All Students					
Economically Disadvantaged					
American Indian/Alaskan Native					
Asian					
Black/African American					
Native Hawaiian/Other Pacific Islander					
White					
Hispanic or Latino Ethnicity					
Students with Disabilities					
LEP Students					

* The requirement to disaggregate graduation rate and additional academic indicator data into the subgroups for accountability is effective only when the public school and LEA must use the “Safe Harbor” provision to achieve AYP.

The state contractor, now Data Recognition Corporation, will employ its current web-based system to collect and report data for all subgroups.

Evidence:

Board action August 15, 2003
IDAPA 08.02.03, §114.07

3.2a What is the State's starting point for calculating Adequate Yearly Progress?

Idaho used student scores from the Spring 2002-2003 school year ISAT test for the starting point to calculate AYP. Based on those scores, Idaho set separate starting points for reading and mathematics for public schools with the goal of having a common starting point statewide for all public schools with similar grade configurations based on the ISAT. These averages were used to determine intermediate goals and annual measurable objectives.

Calculating the Starting Point for AYP

Because it provided the higher starting point of two options, the following method was used for establishing the starting point for AYP.

- Rank all Idaho public schools in order according to the percent of students who scored at the proficient level or above in reading in Spring 2003. The same process was used to calculate the starting point for mathematics. (In Steps 1 through 5, references are made to Chart 5, Example A, found on the following page.)
 1. In a chart similar to Example A, record the total students in the enrollment records for each school after they have been ordered based on the percent of students who scored at the proficient level or above.
 2. Beginning with the school with the smallest percent of proficient students in reading, calculate the cumulative enrollment. Referring to Example A, the cumulative enrollment for School X is 397 {200 (School Z) + 65 (School Y) + 132 (School X)}.
 3. Multiply the total student enrollment for Idaho public schools (top cumulative enrollment number) by 20 percent (.20) to find 20 percent of the total student enrollment. In the example, 20 percent of 1619 is 323.8. Rounding yields 324.
 4. Count up from the school with the smallest percent of students proficient in reading to identify the public schools whose combined school populations represent 20 percent of the total student enrollment (cumulative enrollment). From Example A, 20 percent of the total student enrollment is 324. To reach this number, the student populations from School X, School Y, and School Z are combined.
 5. Use the percent of students who scored at the proficient level in reading and mathematics from the public schools identified in Step 4. This percent is the minimum starting point for reading and mathematics. In Chart 5, Example A, the minimum starting point is 30 percent (the percent of proficient students at School X).

Chart 5. Example

School Name	Percent of Students Proficient in Reading and Math	Total students in enrollment records	Cumulative enrollment
School A	54 %	235	1619 (1384 + 235)
School B	40 %	400	1384 (984 + 400)
School W	38 %	587	984 (397 + 587)
School X	30 %	132	397 (265 + 132)
School Y	29 %	65	265 (200 + 65)
School Z	20 %	200	200

Evidence:

Board action, August 15, 2003

3.2b What are the State's annual measurable objectives for determining Adequate Yearly Progress?

Idaho has established annual measurable objectives/intermediate goals for reading and mathematics. These goals/objectives will identify a single percent of students who must meet or exceed the proficient level of performance on the ISAT and the Idaho Alternate Assessment.

Idaho has set annual measurable objectives/intermediate goals separately for reading and mathematics. Beginning in 2003-2004 the annual intermediate goals/objectives will be used to determine AYP and serve as a guide to public schools in reaching the target goal by the end of the 2012-13 school year. The goals/objectives are the same for all public schools and LEAs for each grade configuration. The goals/objectives may be the same for more than one year. Idaho has set the goals/objectives and will use them to determine AYP for each public school and LEA by each student subgroup through 2012-13. (Refer to Section 3.1.)

	2002-03 2003-04	2004-05 2005-06	2006-07 2007-08	2008-09 2009-10	2010-11 2011-12	2012-13
Reading	66%	72%	78%	84%	92%	100%
Math	51%	60%	70%	80%	90%	100%
Language Usage	66%	72%	78%	84%	92%	100%

Evidence:

Board action, August 15, 2003

3.2c What are the State's intermediate goals for determining Adequate Yearly Progress?

Idaho has set intermediate goals that will be applied to all school configurations (elementary, middle, and high school) by allowing multiple years at a specific target level. These targets lead to the ultimate goal of having 100% of students proficient in 2012-13. See chart in Section 3.2b (Previous page).

Evidence:

Board action August 2006

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PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State makes AYP?

Idaho makes annual determinations of AYP for all public schools and LEAs. Idaho Code requires that ISDE publish an annual report of school, LEA, and state performance. Idaho Code § 33-4502 and IDAPA 08.02.03, Section 112, require annual decisions before the beginning of each school year regarding school performance.

Information used for AYP determination includes:

- The proficiency status of each student tested in the state based on the assessment results for the student. (Each student will have a total mathematics and a reading score and students' proficiency will be determined for each test as provided by the testing company contracted to score and report test results.)
- Whether each student has completed a full academic year at the school, LEA, or state level as determined by a comparison of the roster of students enrolled from the end of the first eight weeks or fifty-six (56) calendar days of the school year who were continuously enrolled through the spring testing window. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP.
- The number of students enrolled for a full academic year determined by comparing the number of continuously enrolled students with the number of tested students.
- The percent of students enrolled for a full academic year.
- The graduation rate for public high schools as determined by the formula indicated in Section 7.1 with information coming from the current Tenth Month Enrollment Report (June) and prior year dropout reports (by student)
- Performance on the additional academic indicators: See Section 7.2 for description of the third academic indicator for public elementary and middle schools.

Disaggregated test results, percent tested, and a third academic indicator and for elementary and middle schools the academic indicator described in Section 7.2 across all required subgroups. For 2006-2007 the proxy for disaggregation of high school subgroups will be based on the individual district's choice of third academic indicator for elementary and middle schools.

All required subgroups are identified based on subgroup membership indicated in the March testing collection. Idaho will notify schools and LEAs of any subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, additional academic indicator, or graduation rate). However, if that school/LEA successfully achieves AYP for that same indicator the following year, that school/LEA will be considered to have achieved the AYP standard and will not be

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identified for school improvement. This approach will reduce the error of falsely identifying schools in need of improvement.

Each school, LEA, and sub-group will be required to meet the intermediate goals. Each school and LEA, including all subgroups, will be required to meet the 95% assessment participation rate indicator.

An LEA is identified for improvement when it misses AYP in the same subject and same grade span for two consecutive years, or misses the other academic indicator in the same grade span for two consecutive years. This language compares to model 3 of Attachment A of Assistant Secretary Harry Johnson's March 7, 2006, letter to states. No change is being made in the process already used; only the clarification language is being added.

Public schools will be accountable for all students who have been enrolled in the school for a full academic year. The LEA is accountable for all students who have been enrolled for a full academic year in that LEA. The State Education Agency (SEA) is accountable for all students who have been enrolled for a full academic year in state schools. (See Section 2.2.)

The decision about whether a school has achieved AYP is the responsibility of ISDE under the direction of the Board. All accountability decisions will be based on the information collected by the state contractor, using the following electronic collections:

- Enrollment of Students at the end of the first eight weeks or fifty-six calendar days of the school year
- Class Roster File
- Tenth Month Enrollment Report (June)
- Total Year Student Registration Record
- Assessment Results by Student

Evidence:

Idaho State Code § 33-4502
IDAPA 08.02.03
Board action, August 15, 2003

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PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

5.1 How does the definition of Adequate Yearly Progress include all the required student subgroups?

Idaho's definition of AYP includes measuring and reporting the achievement of subgroups of students by the indicators and subgroups that appear in Chart 6 (Accountability Subgroups and Academic Indicators). Currently, Idaho reports LEA and state performance by the required student subgroups. The Idaho Report Card can be viewed at ISDE's website: [Idaho State Report Card](#).

Districts create Reports Cards for individual schools within their respective districts. Reports Cards are available to the public from each LEA.

Chart 6. Accountability Subgroups and Academic Indicators

	Academic Indicators		Participation Rate		Graduation/Additional Academic Indicator*
	Reading % Meeting Standard	Mathematics % Meeting Standard	Reading	Mathematics	
All Students					
Economically Disadvantaged					
American Indian/Alaskan Native					
Asian					
Black/African American					
Native Hawaiian/Other Pacific Islander					
White					
Hispanic or Latino Ethnicity					
Students with Disabilities					
LEP Students					

* The school/LEA will not be required to disaggregate graduation rate and additional academic indicator data into the subgroups for accountability unless the school/LEA is using the "Safe Harbor" provision to achieve AYP.

Idaho's definition of AYP requires all student subgroups to be proficient in reading and mathematics by the end of the 2012-13 school year. (See Section 3.1.)

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Evidence:

Idaho Report Card

<http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp>

IDAPA 08.02.03

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5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of Adequate Yearly Progress?

Data Recognition Corporation, Idaho's assessment contractor, collects all data on all student subgroups. This data is then provided to the state and used to match student enrollment data with test results and other indicators to determine AYP for all required subgroups. School determinations of AYP are computed in this system. Each subgroup within the school or LEA must meet the objective for each indicator (assessment proficiency rate and participation rate) in order to achieve AYP.

ISDE uses a uniform averaging procedure across grade levels in a school, LEA, or state to produce a single assessment score for reading and a single assessment score for mathematics. Test results in 2003 provided starting points for determining intermediate goals and annual measurable objectives for schools at those grade configurations. (See Section 3.1) Additionally, Idaho applies the 95% participation rate to student subgroups.

For AYP determination, the additional academic indicator calculation will be used for accountability at the school/LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the "Safe Harbor" provision to achieve AYP the academic indicator must then be met by the subgroup(s) that failed to achieve AYP on the assessment scores.

Idaho will notify public schools and LEAs of any subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, additional academic indicator, or graduation rate). However, if that school/LEA successfully achieves AYP for that same indicator the following year, that school and LEA will be considered to have achieved the AYP standard and will not be identified as a school in need of improvement. This approach will reduce the error of false identification of schools in need of improvement based on that standard.

The Idaho Report Card will chart the progress of all groups of students and the status of each group in relation to annual measurable objectives based on the percent of students at the proficient level for reading, mathematics, the participation rate, and additional academic indicators. ISDE will provide the participating school, LEA, and state with the annual Report Card by the end of September with results.

Evidence:

IDAPA 08.02.03

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5.3 How are students with disabilities included in the State's definition of Adequate Yearly Progress?

Students with disabilities, as defined under Section 602(3) of IDEA and State Board policy are required to participate in all statewide achievement tests in Idaho. For AYP purposes, Board policy also stipulates that students with disabilities who have been enrolled in a public school for a full academic year will be included in the accountability formula. Students with disabilities must participate either in the ISAT, with or without accommodations and adaptations, or in the Idaho Alternate Assessment (IAA). The participation and proficiency results for the students with disabilities will be included in all AYP determinations.

Idaho notifies schools and LEAs of the AYP status for the student with disabilities subgroup on each indicator (i.e., reading and mathematics proficiency and participation rates, graduation rate, or the performance rate on the additional academic indicator). If a school and/or LEA successfully achieves AYP for that same indicator the following year, that school and/or LEA will be considered to have achieved the AYP standard and will not be identified for school improvement based on the AYP standard.

The IAA is for special education students with significant disabilities, whose cognitive impairment may prevent them from attaining grade-level knowledge and skills, even with effective instruction and modifications. The IEP team determines whether a student is eligible to take an alternate assessment by using the state guidelines. The IAA is aligned to extended knowledge and skills, which are aligned to the Idaho Achievement Standards. Extended knowledge and skills differ in complexity and scope from the general education knowledge and skills. The IAA has a clearly defined scoring criteria and procedure and a reporting format that identifies the same performance levels as students taking the ISAT. All students taking the IAA are included in the calculations of adequate yearly progress (AYP) as either proficient (and above) or not yet proficient at the school, LEA and state level in reading and math and participation rates. The percent of students in the Alternate Assessment to ISAT will not exceed 1% of all students in the grades assessed at the LEA and the state levels. If it is projected that an LEA may exceed the 1% cap due to unusual circumstances, the LEA must use the state appeal process for approval.

As in 2005-2006, for calculating AYP for 2006-2007 Idaho will again take advantage of the additional flexibility offered for students with disabilities. Using the federal guidelines (May 10, 2005) for a transition option number 1, a proxy equivalent to two percent of the total number of students assessed will be calculated to allow an additional credit to schools or districts that miss the Adequate Yearly Progress (AYP) targets solely because of students with disabilities. This proxy percentage will be applied uniformly to all relevant schools and districts. 21 points were added in the two previous years, and in 2006 five districts and 19 schools benefited.

Evidence:

IDAPA 08.02.03

<http://www.sde.state.id.us/SpecialEd/AltAssessment/iaamanual.pdf>

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5.4 How are students with limited English proficiency included in the State's definition of Adequate Yearly Progress?

All LEP students in Idaho public schools are required to participate in the Plan using appropriate accommodations and modifications. LEP, when used with reference to individuals, represents:

- Individuals whose native language is a language other than English.
- Individuals who come from environments where a language other than English is dominant.
- Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

The following language is from IDAPA 08.02.03: "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. For AYP purposes 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 the English Proficiency test 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 ELP and language proficiency score. Their participation will count positively in the 95% participation requirement for both the reading and math assessment. However, neither the math nor reading scores will be counted in the proficiency calculations."

All of the required subgroups, including LEP students as described above, who are enrolled in an Idaho public school for a full academic year will be included in the performance level measures that determine AYP and accountability status of schools, and the approval status of schools, LEAs, and the state.

Idaho will notify schools and LEAs of the LEP subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, additional academic indicator, or graduation rate). However, if that school and/or LEA successfully achieves AYP for that same indicator the following year, that school and/or LEA will be considered to have achieved the AYP standard and will not be identified as a school in need of improvement based on the AYP standard.

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Board rule addresses the participation of LEP students and also outlines the criteria that a school-based team must evaluate each individual LEP student to determine the appropriate participation in the ISAT. LEAs may approve assessment with accommodations and modifications on a case-by-case basis for individual students.

For an LEP student who is also identified as a student with disabilities under IDEA, the IEP team will determine whether the student participates in the ISAT or meets the criteria for the Idaho Alternate Assessment.

Evidence:

IDAPA 08.02.03, §§111.04 and 112

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5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?

Reporting Purposes

ISDE's minimum "n" for reporting is 10 students. Idaho Report Card does not report student data for less than 10 students. In addition, when the cell being reported is greater than 95% or less than 5%, only the symbols >95% or < 5% will be reported. This will further reduce the possibility of inadvertently identifying information about individual students.

Board rule outlines the achievement performance measures for reporting the school's total students and each subgroup (migrant students, student gender, students with disabilities, LEP students, economically disadvantaged students, race/ethnicity to include American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, White, and Hispanic or Latino Ethnicity), which contains 10 or more students.

Accountability Purposes

ISDE's minimum "n" for accountability is 34 students. The minimum "n" of 34 will apply to ISAT, including Idaho Alternative Assessment test scores. ISDE examined the impact of the various "n" values that are statistically defensible for making valid and reliable AYP decisions. The "n" value of 34 provides confidence intervals of .05 and a power of .80, both of which are statistically acceptable.

For a comparative perspective, the following chart shows the impact of various "n" values on the number of schools that would be excluded at each value.

Fall Enrollment	Number of Schools	Elementary	Alternative/ Secondary	Exceptional Child
≤ 50	66	29	27	2
≤ 40	60	27	23	2
≤ 34	51	25	17	2

As the chart illustrates an "n" of 34 includes 15 schools in the calculation that would not be reported with an "n" of 50. Idaho has a very homogeneous student population. Approximately 86% of students are White, 11% are Hispanic or Latino ethnicity, and 3% is identified as Black/African American, Asian, or American Indian/Alaskan Native.

With an "n" greater than 34 the probability is high that whole subgroups of the population would be excluded from performance calculations. Idaho will use grouping techniques consistent with federal guidelines to group students across grade-level averaging to reach reportable student numbers.

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Beginning in 2002-2003 Idaho introduced the ISAT in grades 4, 8, and 10. With this phased-in introduction, many subgroups did not appear to have missed a target in reading or math because there were less than 34 students (see section 5.5). With the introduction of more grades, more subgroups now have 34 or more students. To avoid the over-identification of schools and districts in “need of improvement,” Idaho will apply safe harbor (the reduction of not proficient students by 10%) to subgroups’ results from 2003 even when the “n” is less than 34.

- The safe harbor formula used is
$$\frac{\% \text{ of not proficient students, year 1} - \% \text{ of not proficient students, year 2}}{\% \text{ of not proficient students, year 1}}$$
- Idaho will use the % of not proficient students in year 1 even when “n” is less than 34
- The “n” for year 2 data must be equal to or greater than 34

Completion of the introduction of the ISAT in grades 3-8 and 10 will significantly reduce the use of data from groups less than 34 to apply Part 1 of safe harbor.

Board policy outlines the achievement performance level measures for accountability as the “school’s total students and each subgroup (students with disabilities, Limited English Proficient, economically disadvantaged, and racial/ethnic to include American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, White, and Hispanic or Latino Ethnicity) that contains 34 or more students.”

Evidence:

IDAPA 08.02.03

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5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?

Idaho uses a minimum “n” of 10 for reporting of school and LEA results. This minimum is acceptable for Family Educational Rights and Privacy Act (FERPA) requirements. Additionally, the Board policy assures the privacy rights of all students.

Individual student results are not public record. In order to assure that individual students cannot be identified, school results are not publicly reported or displayed when the number of students in a subgroup is less than 10. Asterisks will be used on the Idaho Report Card when data has been suppressed.

Results greater than 95% will be reported as “> 95%” and results less than 5% will be reported as “< 5%” in order to prevent reporting information that would violate the privacy of individual students.

Evidence:

IDAPA 08.02.03, §111.05

State of Idaho
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PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

6.1 How is the State's definition of Adequate Yearly Progress based primarily on academic assessments?

Idaho's definition for AYP is based primarily on reading and mathematics assessments for all student subgroups. The 2002-2003 test results served as the baseline data years for the assessment indicators.

To achieve AYP, all student subgroups are required to meet the state's definition of proficient for reading and mathematics by the 2012-13 school year. Beginning in the 2004-05 school year, each school and LEA was required to increase the percent of students at the proficient level in that school or LEA consistent with intermediate annual measurable achievement objectives that were originally based on 2002-2003 baseline data.

The assessments that will be used to determine AYP calculations for schools and LEAs in Idaho are designated by "X" and on the following chart:

Chart 7. Idaho's Accountability Assessments

Grade	ISAT	
	Reading	Mathematics
K		
1		
2		
3	X	X
4	X	X
5	X	X
6	X	X
7	X	X
8	X	X
9		
10	X	X
11		
12		

The same performance level standards are applied to public schools and LEAs, disaggregating the data into the federally-defined subgroups to determine the minimum percent of students at or above the state's identified proficient performance level for the respective grade spans using the starting point calculations outlined in section 3.2b and Chart 5. These calculations first identified the percent of students achieving AYP for 2003-04; determined AYP intermediate goals/annual objectives based on state performance through 2012-13; and determined annual growth objectives based on school performance up to 2012-13.

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In addition to meeting the 95% assessment participation rate, the graduation rate will be used as the additional indicator for public high schools. For 2004-2005 the third indicator as described in Section 7.2 will be used for elementary and middle public schools for determining AYP. For 2006-2007 the proxy for disaggregation of high school subgroups will be based on the individual district's choice of third academic indicator for elementary and middle schools.

Evidence:

Board action, January 26, 2004
IDAPA 08.02.03

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PRINCIPLE 7. State definition of AYP includes graduation rates for public high schools and an additional indicator selected by the state for public middle and public elementary schools (such as alternative performance measure rates).

7.1 What is Idaho's definition for public school graduation rate?

For Idaho, the graduation rate has been measured through AYP determinations made in 2007 using the number of students who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in five years. Idaho includes in the graduation rate the number of students with disabilities who are entitled to services up to the age of 21 where the Individual Education Plan warrants the additional time to meet graduation requirements. The number of high school graduates and dropouts by grade has been reported to ISDE for the last five years.

The graduation rate formula beginning in fall 2008 data collection and used in the calculation for the class of 2007 in AYP determination for the State of Idaho for 2008 uses a denominator of current year graduates, plus current year 12th grade dropouts, plus prior year 11th grade dropouts, plus two years prior 10th grade dropouts, plus three years prior 9th grade dropouts.

$$\frac{A}{A+B+C+D+E} = \text{Graduation Rate}$$

A = Current Year Graduates
B = Current Year 12th Grade Dropouts
C = Prior Year 11th Grade Dropouts
D = Two Years Prior 10th Grade Dropouts
E = Three Years Prior 9th Grade Dropouts

Idaho uses the formula for graduation rate from the National Center for Educational Statistics (NCES). Graduation rate (G) is defined by NCES as the proportion of students that begin in ninth grade and go on to complete twelfth grade with a diploma. Idaho includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma.

$$G = c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^9}$$

Where
G = graduation rate.

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- c_{st}^{long} = four-year completion rate for state s at year t .
 g_{st} = number of high school completers at year t .
 d_{st}^{12} = number of grade 12 dropouts at year t .
 $d_{s(t-1)}^{11}$ = number of grade 11 dropouts at year $t-1$.
 $d_{s(t-2)}^{10}$ = number of grade 10 dropouts at year $t-2$.
 $d_{s(t-3)}^9$ = number of grade 9 dropouts at year $t-3$.

The Board established the graduation rate standard of 90%. Schools will be considered as having achieved AYP if they meet or exceed the standard or if they have made improvement toward the standard.

Idaho will first determine whether each school met the 90% target or improved its graduation rate over the previous year.

All schools with over 100 in the graduating cohort will continue to have AYP determined by this formula.

Schools with graduating cohorts from 35-100 will have graduation rates calculated to determine whether they have improved or reached 90%. A three year rolling average of graduation rates will be applied to calculate AYP when they fail to meet 90%.

For small schools below the minimum “n” (with 34 or fewer students in the cohort, Idaho will conduct a small school review by

- First determining whether the school has met the 90% target or improved its graduation rate over the previous year.
- Second, a three year rolling average of graduation rates will be applied to calculate AYP when they fail to meet 90%.
- Finally, AYP determination will be based on whether the school lost no more than 1 student per year.

For subgroups with less than 10, the 90% or improvement rule will be applied at the LEA and state levels.

For AYP determination, the graduation rate calculation will be used for accountability at the school/LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the “Safe Harbor” provision to achieve AYP for the achievement indicator, the graduation rate standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

While the state can calculate the graduation rate for the student population as a whole, the current level of data does not allow for disaggregation of data by subgroups. Idaho

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has implemented the collection of disaggregated data, and this detailed data will allow the calculation of subgroup graduation rates for "Safe Harbor" determinations for the 2007 graduating class and will be reported in 2008 AYP determinations. For the 2006-2007 school year the proxy for disaggregation of high school subgroups will be based on the individual district's choice of third academic indicator for elementary and middle schools.

The formula for calculating the graduation rate for the class of 2007 will be based on four year completers and will be used in the AYP calculation for 2008. With the implementation of a unique student identifier within the next year districts within Idaho will be able to track transfers better.

Evidence:

Board action October 2, 2003
IDAPA 08.02.03

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7.2 What is the State's additional academic indicator for public elementary schools and public middle schools for the definition of AYP?

The Idaho State Board of Education approved beginning in the 2004-2005 school year an additional academic indicator for elementary and middle schools. Districts may choose among the following three options:

- Meet or exceed previous Language Usage ISAT proficiency rates, or
- Reduce the percentage of students that score at the below basic level on the reading and math ISAT, or
- Increase the percentage of students that score at the advanced level on the reading and math ISAT.

The guidelines for the Language Usage proficiency rates will be the same as for the previous two years. Schools/districts and any applicable subgroup using safe harbor must do one of the following to meet the Language Usage goal:

1. Maintain the percent of proficient or advanced students from the previous year, or
2. Increase the percent proficient or advanced students from previous year, or
3. Achieve a proficiency rate above 76% (this target is set to increase as does the percentage expected for the reading/language arts assessment—see 3.1).

In addition, the guidelines below apply to increasing the percent of advanced in reading and math or decreasing the percent of below basic in reading and math:

1. Increase in percent of advanced is an average of the percent of increase in reading and the increase in math delineated by the following formulas:
 - a) Formula for increase of advanced percent: $((\text{Percent of advanced students in reading year 2} - \text{percent of advanced students in reading year 1}) + (\text{Percent of advanced students in math year 2} - \text{percent of advanced students in math year 1})) / 2$
 - b) Formula for decrease of below basic percent: $((\text{Percent of below basic students in reading year 1} - \text{percent of below basic students in reading year 2}) + (\text{Percent of below basic students in math year 1} - \text{percent of below basic students in math year 2})) / 2$
2. Districts must maintain the previous year's level or make progress in either the percent of advanced or percent of below basic students to have achieved the goal.

The following are general guidelines for all three options:

1. Selection of an option is in force for a minimum of one year. Districts may change their selection annually by written notification to the Office of the State Board of Education by September 15th of each year. The selection will remain in effect unless notification is received by this date.
2. Districts must select a choice that will be applied to all schools within that district, including charter schools. Charter schools not chartered by a district will make a decision as an LEA.

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LEA choices must be made at the beginning of the school year. The language usage option was assigned to LEAs that did not make the cut off date for the 2004-2005 school year.

These gains are measured by performance on the ISAT tests, eliminating the need for an additional statewide test. Graduation rate will serve as the additional academic indicator for high schools. For 2006-2007 the proxy for disaggregation of high school subgroups will be based on the individual district's choice of third academic indicator for elementary and middle schools.

For the AYP determination, the additional academic indicator calculation will be used for accountability at the school/LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the "Safe Harbor" provision to achieve AYP for the achievement indicator, the additional academic indicator standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

Evidence:

Board action, January 26, 2004

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7.3 Are the State's academic indicators valid and reliable?

Idaho has defined academic indicators that are valid and reliable as demonstrated by the use of clear definitions (e.g., United States Department of Education-recommended calculation formulas) for data elements and the statewide collection and analysis of data by the Board and ISDE. The Board and ISDE review data submitted by LEAs, including school/LEA graduation and additional academic indicators, and publishes the information in school/LEA/state Report Cards. All databases are monitored to verify the accuracy of data.

Idaho's graduation rate calculation is consistent with the NCES calculation (See Section 7.1) with the exception that Idaho includes a provision that for students with disabilities who meet the criteria established on his or her IEP that specifically address completion of the student's secondary program more than four years can be taken to graduate.

Idaho has contracted with outside vendors to conduct independent reliability and validity studies of ISAT reading and mathematics assessments. Educators from each part of the state will be involved in ongoing item writing and test development to provide test items for each testing session. Alignment study results will be used to guide the items writing sessions and assure that alignment is maintained. The alternate assessment has been independently analyzed to assure validity, reliability, and alignment.

Evidence:

Idaho State Department of Education website for Idaho Report Card
<http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp>

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PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?

For accountability purposes, using the ISAT, achievement in reading and mathematics are measured separately. (See Chart 3 in Section 3.1) During the 2002–03 academic year, Idaho implemented the ISAT assessment program on a statewide basis.

The starting points for all student groups were calculated using data from all Idaho public schools.

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PRINCIPLE 9. State Accountability System is statistically valid and reliable.

9.1 How do AYP determinations meet the State's standard for acceptable reliability?

Idaho will provide a process that creates evidence that AYP determinations are reliable. The reliability of the Plan determinations will be assured through:

- Uniform averaging of proficiency categories across grade levels within the school and LEA to produce a single school or LEA score.
- 2002-03 scores were used as baseline for determining starting point. Idaho has established the trajectory of intermediate goals and annual objectives beginning in 2004-2005.
- Statistical tests to support the minimum "n" decision.
- A minimum subgroup size of 34 is being used for accountability.
- External review for content standards alignment.
- "Safe Harbor" provision and evidence that this rule increases reliability of decisions about schools.

Evidence:

Assessment Data analysis from ISAT

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9.2 What is the State's process for making valid AYP determinations?

Idaho's Plan is designed for construct validity and ongoing analysis of results.

Reliable assessments aligned with content standards will result in accurate identification of schools and LEAs in need of improvement. Accurate data collection and reporting will support the inferences drawn from the System. Schools and LEAs will have access to an appeals procedure following preliminary identification.

In order to increase the validity of accountability decisions, Board policy includes the following Appeals Process:

1. The Idaho State Board of Education, with the assistance of the Idaho State Department of Education, determines preliminary identification of all schools and LEAs that have not met AYP according to the state criteria. The LEA will notify Title I schools who are identified for school improvement.
2. Within 30 days of preliminary identification, the agency (LEA/school) reviews its data and may challenge its identification. The agency (LEA/school) not meeting AYP may appeal its status and provide evidence to support the challenge to the agency making the identification (Idaho Board of Education or LEA).
3. No later than thirty days after preliminary identification, the identifying agency reviews the appeal and makes a final determination of identification for school improvement.

A valid and reliable accountability system has been designed for the ISAT assessment program that includes the requirements of NCLB. The new accountability system will be designed to create the most advantageous balance of 1) reliable results, 2) public confidence in the results, 3) including all public schools in the accountability formula, and 4) capacity building and development of resources to serve Idaho students and schools.

As the Idaho Accountability System is implemented, Idaho will regularly examine the validity and reliability of the data related to the determination of AYP and decision consistency for holding public schools and LEAs accountable within this system. Updated analysis and reporting of decision consistency will be shared with the public at appropriate intervals.

Evidence:

IDAPA 08.02.03

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9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessment?

Idaho used the ISAT on-grade-level tests and the Plan as the basis for development of annual measurable objectives determined by the computations for AYP during the transition period of 2002-03. Scores derived from the annual spring administration of the ISAT will be used to determine AYP for Idaho schools.

ISAT is delivered primarily on the computer or paper and pencil format. During the spring 2002-03 test administration window, 94% of Idaho's schools delivered the test via computer. Online administration of the test increases accuracy and reliability of test results. New assessments that are implemented as part of the Plan (i.e., science) will employ similar computer technology to assure consistent accuracy and reliability.

Students attending new public schools for the first year will be included in the LEA and state levels for AYP determinations.

Evidence:

IDAPA 08.02.03

State of Idaho
Consolidated State Application - Accountability Workbook

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95 percent of the students enrolled in each subgroup.

10.1 What is the State's method for calculating participation rates in the state assessments for use in Adequate Yearly Progress determinations?

NCLB requires that a *minimum* of 95% of students enrolled in public schools as well as 95% of students in *each* subpopulation take the test. The 95% minimum precludes public schools from shielding low-scoring students in subpopulations from AYP accountability. Failure to include 95% of students automatically identifies the school as not having achieved AYP. The 95% determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster files:

$$\frac{T}{E} \geq .95$$

Where

T = number of students tested.

E = number of enrolled students reported for the March Average Daily Attendance reporting period in the designated grade levels.

Invalid tests are included in the denominator, but not in the numerator.

In 2004 Idaho added to Board Rule the provision to use an average of the most recent three years to determine whether an LEA meets or exceeds the 95% requirement.

IDAPA 08.02.03, Rules Governing Thoroughness, in section 03(b)1 states:

If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation.

This change is in accord with the 2004 policy decision of the U.S. Department of Education.

Evidence:

IDAPA 08.02.03

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10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?

For determining AYP, Idaho will apply the 95% of total enrollment participation requirement for grades tested for all schools and subgroups unless the subgroup has less than the minimum "n." For subgroups less than the minimum "n," the 95% assessed requirement will be applied at the LEA and state levels.

Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the spring ISAT by the number of students reported on the class roster file for the spring ISAT.

- 1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate will be calculated by a three (3) year average of participation.
- 2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the ISAT if such circumstances prohibit them from participating.

For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination.

Evidence:

IDAPA 08.02.03

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

112. ACCOUNTABILITY.

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (3-20-04)

01. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05.

02. IELA Language Proficiency Levels. There are five (5) levels of language proficiency for students testing on the Idaho English Language Assessment: beginning, advanced beginning, intermediate, early fluent, and fluent. Definitions for these levels of language proficiency are adopted by reference in Subsections 004.02 and 004.04. (4-2-08)

03. Adequate Yearly Progress (AYP). (3-20-04)

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)

b. The State Board of Education will make AYP determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (4-2-08)

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-20-04)

04. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)

a. Full Academic Year (continuous enrollment).

(3-20-04)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP. (4-2-08)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (4-2-08)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved AYP. (4-2-08)

b. Participation Rate.

(3-20-04)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (4-6-05)

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(2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the ISAT if such circumstances prohibit them from participating. (4-6-05)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools. (3-20-04)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (4-6-05)

iii. A high school is any school that contains grade twelve (12). (3-20-04)

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who score in the low range on the state-approved language proficiency test and meet one of the following criteria: (4-6-05)

(1) Individuals whose native language is a language other than English; or (4-6-05)

(2) Individuals who come from environments where a language other than English is dominant; or (4-6-05)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (4-6-05)

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must maintain or make progress toward the target each year. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the "safe harbor" is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the "safe harbor" is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

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05. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by the IELA and determined based on three (3) AMAOs: (4-2-08)

a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency;

b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and (4-2-08)

c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT. (4-2-08)

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ELEMENTARY & SECONDARY EDUCATION

Part A — Improving Basic Programs Operated by Local Educational Agencies

SEC. 1111 | SEC. 1112 | SEC. 1113 | SEC. 1114 | SEC. 1115 | SEC. 1116
SEC. 1117 | SEC. 1118 | SEC. 1119 | SEC. 1120 | SEC. 1120A

A. *Subpart 1 — Basic Program Requirements*

1. SEC. 1111. STATE PLANS.

(a) PLANS REQUIRED-

(1) IN GENERAL- For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with local educational agencies, teachers, principals, pupil services personnel, administrators (including administrators of programs described in other parts of this title), other staff, and parents, that satisfies the requirements of this section and that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

(2) CONSOLIDATED PLAN- A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 9302.

(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY-

(F) TIMELINE- Each State shall establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the end of the 2001-2002 school year, all students in each group described in subparagraph (C)(v) will meet or exceed the State's proficient level of academic achievement on the State assessments under paragraph (3).

(G) MEASURABLE OBJECTIVES- Each State shall establish statewide annual measurable objectives, pursuant to subparagraph (C)(v), for meeting the requirements of this paragraph, and which--

(i) shall be set separately for the assessments of mathematics and reading or language arts under subsection (a)(3);

(ii) shall be the same for all schools and local educational agencies in the State;

(iii) shall identify a single minimum percentage of students who are required to meet or exceed the proficient level on the academic assessments that applies separately to each group of students described in subparagraph (C)(v);

(iv) shall ensure that all students will meet or exceed the State's proficient level of academic achievement on the State assessments within the State's timeline under subparagraph (F); and

(v) may be the same for more than 1 year, subject to the requirements of subparagraph (H).

(H) INTERMEDIATE GOALS FOR ANNUAL YEARLY PROGRESS- Each State shall establish intermediate goals for meeting the requirements, including the measurable objectives in subparagraph (G), of this paragraph and that shall--

(i) increase in equal increments over the period covered by the State's timeline under subparagraph (F);

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(ii) provide for the first increase to occur in not more than 2 years; and

(iii) provide for each following increase to occur in not more than 3 years.

(I) ANNUAL IMPROVEMENT FOR SCHOOLS- Each year, for a school to make adequate yearly progress under this paragraph--

(i) each group of students described in subparagraph (C)(v) must meet or exceed the objectives set by the State under subparagraph (G), except that if any group described in subparagraph (C)(v) does not meet those objectives in any particular year, the school shall be considered to have made adequate yearly progress if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments under paragraph (3) for that year decreased by 10 percent of that percentage from the preceding school year and that group made progress on one or more of the academic indicators described in subparagraph (C)(vi) or (vii); and

(ii) not less than 95 percent of each group of students described in subparagraph (C)(v) who are enrolled in the school are required to take the assessments, consistent with paragraph (3)(C)(xi) and with accommodations, guidelines, and alternative assessments provided in the same manner as those provided under section 612(a)(17)(A) of the Individuals with Disabilities Education Act and paragraph (3), on which adequate yearly progress is based (except that the 95 percent requirement described in this clause shall not apply in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).

(J) UNIFORM AVERAGING PROCEDURE- For the purpose of determining whether schools are making adequate yearly progress, the State may establish a uniform procedure for averaging data which includes one or more of the following:

(i) The State may average data from the school year for which the determination is made with data from one or two school years immediately preceding that school year.

(ii) Until the assessments described in paragraph (3) are administered in such manner and time to allow for the implementation of the uniform procedure for averaging data described in clause (i), the State may use the academic assessments that were required under paragraph (3) as that paragraph was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001, provided that nothing in this clause shall be construed to undermine or delay the determination of adequate yearly progress, the requirements of section 1116, or the implementation of assessments under this section.

(iii) The State may use data across grades in a school.

BOISE STATE UNIVERSITY

SUBJECT

Modification of Existing Program: new delivery method and funding structure – Bachelor of Science in Nursing, Distance Delivery, Self Support – Boise State University

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4(a) and 5(a), Program Approval and Discontinuance
Section 33-107 (7) and 33-4005, Idaho Code
Role and Mission – Boise State University

BACKGROUND

In accordance with Board policy III.G.5.(a) (2) and (3), The Chief Academic Officer shall forward program requests to the Council on Academic Affairs and Programs (CAAP) committee for its review and recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action. A request for a program change with an impact of greater than \$250,000 may require board approval.

DISCUSSION

Boise State University proposes to implement a self-support program taught entirely by distance methods for Registered Nurses (RNs) wishing to complete their baccalaureate degree. Boise State predicts that each year approximately 100 students with an Associate of Science in Nursing will enter the program and approximately 95 will graduate.

Boise State has historically offered an Associate of Science (AS) nursing degree accompanied by a Bachelor of Science (BS) nursing degree program. Increasingly, employers are requesting that students graduate from RN professional nursing programs with a baccalaureate degree. However, only approximately 33% of nurses are continuing at Boise State for their baccalaureate degree. Follow-up with graduates indicate work schedules are interfering with students being able to return to class. Follow-up with employers indicates reluctance on the part of unit managers to allow new graduates time off of work to return to school. Local employers and graduates are requesting a more convenient route for students to complete their BS degree.

For RNs who do not want to decrease their work hours to return to school, the required in-person meetings of BSU's present program can be problematic. In addition, the current clinical experience for the RN graduate wanting to continue for a BS degree is the same traditional clinical experience as it is for unlicensed students. Although these are outstanding experiences, there are more flexible ways that RNs can gain competency in baccalaureate level skills.

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The proposed program will offer sections of required senior classes that are taught entirely by distance methods and will restructure clinical courses so they can be completed primarily in the facility in which the RN is currently employed and/or in the community in which they live. Boise State conducted a trial of this model of class and clinical experiences in spring semester 2007 with returning RNs and it worked quite well.

There is substantial need for the proposed program because of the large number of RNs in the Treasure Valley who have associates degrees. The St. Luke's system currently employs approximately 1300 RNs of which approximately 45% have an AS degree; that is a pool over 500 RNs without a baccalaureate degree. St. Alphonsus employs over 500 RNs of which 50% have an AS degree; that is a pool of over 250 nurses without a baccalaureate degree. Both of these large facilities have indicated a desire for all of their RNs to be prepared with a BS degree. In addition, the Treasure Valley is receiving associate degree graduates from the College of Southern Idaho and Apollo College. It is also anticipated the College of Western Idaho will offer an associate degree nursing program. Therefore, there will continue to be a steady supply of associate degree prepared nurses who will benefit from the proposed baccalaureate degree completion program.

IMPACT

No appropriated funds are required for the proposed program.

	FY 2009	FY 2010	FY 2011
Expenditures			
A. Personnel	\$117,718	276,815	345,877
B. Operating Expenditures	\$48,500	58,500	58,000
C. Capital Outlay	\$10,000	10,000	10,000
D. Physical Facilities	\$7,530	41,016	71,894
E. Indirect Costs	\$0	\$0	\$0
Total Expenditures	\$143,748	\$346,331	\$485,771
Revenue			
A. Source of Funds			
1. Appropriated funds -- Reallocation	0	0	0
2. Appropriated funds -- New MCO	0	0	0
3. Federal funds	0	0	0
4. Other grants	0	0	0
5. Fees	\$143,748	\$346,331	\$485,771
6. Other:	0	0	0
Total Revenues	\$143,748	\$346,331	\$485,771
B. Nature of Funds			
1. Recurring*	0	0	0
2. Non-recurring**	\$143,748	\$346,331	\$485,771
Total Revenues	\$143,748	\$346,331	\$485,771

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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ATTACHMENTS

Attachment 1 – Notice of Intent

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STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's request to offer a Bachelor of Science in Nursing Completion Program to be offered via distance delivery and with self-supported funding has been reviewed by the Council on Academic Affairs and Programs (CAAP) committee, which recommended approval on June 3, 2008. Staff notes that Idaho State University and Lewis-Clark State College also have a Bachelor of Science in Nursing Completion Program offered online. Institutions have expressed their support for BSU's request and feel there is a significant pool of RNs with Associate Degrees in the state to accommodate all three BSN Completion programs. IRSA, CAAP, and Board staff recommends approval as presented.

BOARD ACTION

A motion to approve the request by Boise State University to offer its existing Bachelor of Science in Nursing via distance delivery method using a self support funding method.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

NOTICE OF INTENT

To initiate a

New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: Boise State University

Name of College, School, or Division: College of Health Sciences

Name of Department(s) or Area(s): Nursing

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
 Academic X Professional - Technical _____

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

NURSING BS COMPLETION: Distance Method
 (Degree or Certificate)

Proposed Starting Date: Fall 2008

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

- ☐ Program Component (major/minor/option/emphasis)
- ☐ Off-Campus Activity/Resident Center
- ☐ Instructional/Research Unit
- ☐ Addition/Expansion
- ☐ Discontinuance/consolidation
- ☐ Contract Program
- ☒ Other Nursing BS completion: distance methods

James T. Givai 3/19/08
 College Dean (Institution) Date

Shay Pearson 3/19/08
 Chief Fiscal Officer (Institution) Date

Mike Anderson 3/28/08
 Chief Academic Officer (Institution) Date

Bob Kurstra 3/28/08
 President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Deety Sanchez, Program Specialist

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 8/9/06

IRSA

Page 1

TAB 2 Page 5

Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

We propose to implement a self-support program taught entirely by distance methods for RNs wishing to complete their baccalaureate degree. This will be accomplished by adding totally distance sections of required senior classes that are taught entirely by distance methods and by restructuring clinical courses so they can be completed primarily in the facility in which the RN is currently employed and/or in the community in which they live. We conducted a trial of this model of class and clinical experiences in spring semester 2007 with returning RNs. The student and faculty feedback was exceedingly positive. The projects that students completed were just as rigorous as the projects that were completed by unlicensed students.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

The Boise State University Department of Nursing has historically offered an Associate of Science (AS) nursing degree accompanied by a Bachelor of Science (BS) nursing degree program. Increasingly, employers are requesting that students graduate from RN professional nursing programs with a baccalaureate degree. In response to this need, the department implemented the "One Front Door" program to increase flexibility and increase the number of students who could work with an AS and then complete their BS degrees while working.

Six years into this new curriculum, only approximately 33% of nurses are continuing at Boise State for their baccalaureate degree. Follow-up with graduates indicate work schedules are interfering with students being able to return to class. Follow-up with employers indicates reluctance on the part of unit managers to allow new graduates time off of work to return to school. Local employers and graduates are requesting a more convenient route for students to complete their BS degree.

Currently, RNs (i.e. those with Associate Degrees) wishing to return to school at Boise State University attend senior year classes with unlicensed students working on a BS degree. Classes are offered in a hybrid format, meeting on campus 5-6 times per semester, with the remainder online. This format works well for students who are not working full-time. For RNs who do not want to decrease their work hours to return to school, the required in-person meetings can be problematic for some students. In addition, the current clinical experience for the RN graduate wanting to continue for a BS degree is the same traditional clinical experience as it is for unlicensed students. While these are outstanding experiences, there are more flexible ways that RNs can gain competency in baccalaureate level skills.

There are a large number of RNs in the Treasure Valley who have associates degrees. The St. Luke's system currently employs approximately 1300 RNs of which approximately 45% have an AS degree; that is a pool over 500 RNs without a baccalaureate degree. St. Alphonsus employs over 500 RNs of which 50% have an AS degree; that is a pool of over 250 nurses without a

baccalaureate degree. Both of these large facilities have indicated a desire for all of their RNs to be prepared with a BS degree. In addition, the Treasure Valley is receiving associate degree graduates from the College of Southern Idaho and Apollo College. It is also anticipated the College of Western Idaho will begin an associate degree nursing program. Thus, there will continue to be a steady supply of associate degree prepared nurses to support our proposed baccalaureate degree completion program for many years to come.

Online nursing baccalaureate degree completion programs are presently offered statewide by ISU and by LCSC. Although the proposed program will also be available statewide, it primarily will serve the interests of already-employed Treasure Valley students who need the flexibility and convenience provided by an online format and who have strong ties to BSU because of their previous educational experience and interactions with faculty.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The program is fully approved by the Idaho State Board of Nursing and fully accredited by the National League for Nursing Accrediting Commission.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

Note: this chart depicts enrollment and graduation numbers for BS Nursing completion programs offered by distance; it does not depict numbers for programs completed via traditional methods.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU	0	0	0			
CSI						
EITC						
ISU	40	40	40	40	40	40
LCSC	18	0	0	0	0	0
NIC						
UI						

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	BS Nursing Online Degree Completion (proposed)	N/A	N/A
CSI			
EITC			
ISU	BS Nursing Online Degree Completion	N/A	N/A
LCSC	BS Nursing Online Degree Completion	N/A	N/A
NIC			
UI			

Presently, ISU and LCSC offer BS Nursing degree completion programs using distance methods. As with all programs offered via distance methods, the ISU and LCSC programs are available statewide, and the proposed Boise State program will also be available statewide. The creation of the proposed Boise State program will not limit the availability of the ISU and LCSC programs in any part of the state.

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Boise State University has a continuing emphasis in health studies. Nursing is an over-subscribed major throughout the state. Local employers in Boise are requesting more emphasis on BS completion as a way to have the majority of nurses in hospitals prepared with a BS degree in nursing.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes ____ No X

If not on 8-year plan, provide a justification for adding the program.

N/A: Not a new program.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY <u>09</u>	FY <u>10</u>	FY <u>11</u>	<u>Total</u>
A. Expenditures				
1. Personnel	<u>117,718</u>	<u>276,815</u>	<u>345,877</u>	<u>740,410</u>
2. Operating	<u>48,500</u>	<u>58,500</u>	<u>58,000</u>	<u>165,000</u>
3. Capital Outlay	<u>10,000</u>	<u>10,000</u>	<u>10,000</u>	<u>30,000</u>
4. Facilities/other	<u>7,530</u>	<u>41,016</u>	<u>71,894</u>	<u>120,440</u>
TOTAL:	<u>183,748</u>	<u>386,331</u>	<u>485,771</u>	<u>1,055,850</u>
B. Source of Funds				
1. Appropriated- reallocation				
2. Appropriated – New				
3. Federal				
4. Other: Fees	<u>183,748</u>	<u>386,331</u>	<u>485,771</u>	<u>1,055,850</u>
TOTAL:	<u>183,748</u>	<u>386,331</u>	<u>485,771</u>	<u>1,055,850</u>
B. Nature of Funds				
1. Recurring *				
2. Non-recurring **	<u>183,748</u>	<u>386,331</u>	<u>485,771</u>	<u>1,055,850</u>
TOTAL:	<u>183,748</u>	<u>386,331</u>	<u>485,771</u>	<u>1,055,850</u>

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

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

Note that no recurring appropriated funds will be used for this program. The program is entirely self-support.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: G. Instructional Program Approval and Discontinuance Rev-August 9, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Non-substantive changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

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 the manner prescribed.
- (2) Academic requests will be forwarded to the Chief Academic Officer. The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. 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) Professional-technical requests will be forwarded to the State Administrator of the Idaho Division of Professional-Technical Education for review and recommendation. The Administrator shall forward the request to the CAAP for its review and recommendation. If the CAAP and/or PTE administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the Division and the State Board of Education.
- (4) 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 next CAAP meeting for initial review prior to being forwarded to the Board for approval.
- (5) 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. Executive Director Approval Procedures

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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- (1) All academic requests delegated for 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 the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. All professional-technical requests delegated for approval by the Executive Director will be forwarded to the State Administrator of Professional-Technical Education for review and recommendation. At the discretion of the State Administrator, the request may be forwarded to the CAAP for review and recommendation.
- (2) Requests will then be submitted, along with the recommendations, to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days.
- (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 Board for final reconsideration.
- (4) Distance Learning Delivery and Residence Centers

All academic and professional-technical programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted using the process outlined above.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19-20, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY – continued

**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**

33-4005. POWERS AND DUTIES OF THE BOARD OF TRUSTEES. The board of trustees of said college upon proper conveyance thereof, shall have all rights and title to real estate and personal property of said college, control over all buildings, power to elect presidents and contract with faculty of said college, supervise students and all powers and duties with reference to said college as are now granted by the statutes of the state of Idaho to the board of regents of the University of Idaho, and the board of trustees of Idaho State University as set forth in Chapters 28, 29, 30, 36, 37 and 38 of Title 33, Idaho Code, as the same may hereafter be amended, are fully empowered to exercise said powers and assume such duties with relation to said college from and after January 1, 1969, unless otherwise specifically authorized herein to the exercise of said powers prior to said date.

**Role and Mission
Boise State University**

1. Type of Institution

Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.

Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services*

Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs

Associate Education: Offers a wide range of associate degrees and some qualified professional programs

Graduate: Offers a variety of masters and select doctoral degrees consistent with state needs

Certificates/Diplomas: Offers a wide range of certificates and diplomas

Research: Conducts coordinated and externally funded research studies

Continuing Education: Provides a variety of life-long learning opportunities

Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs

Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies

3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Boise State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

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