

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 26-27, 2009**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | COLLEGE OF WESTERN IDAHO (CWI) REQUEST FOR APPROVAL OF PROFESSIONAL-TECHNICAL EDUCATION PROGRAMS AND OPTIONS | Motion to Approve |
| 2 | SECOND READING, PROPOSED AMENDMENTS TO BOARD POLICY III.D. OFFICIAL CALENDARS | Motion to Approve |
| 3 | GEAR UP EVALUATION SERVICES | Information Item |
| 4 | REVISION OF TITLE III ACCOUNTABILITY PROCEDURES | Motion to Approve |
| 5 | DUAL CREDIT DATA UPDATE | Information Item |

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 26-27, 2009**

STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

College of Western Idaho (CWI) Request for Approval of Professional-Technical Education Programs and Options

REFERENCE

February 28, 2008

The Board approved a request by CWI to be designated as the technical college in Region III upon final recommendation by the Division of Professional-Technical Education.

April 16, 2008

The Board approved closure of the Selland College of Applied Technology at Boise State University and discontinuation of BSU's PTE programs effective July 1, 2009.

APPLICABLE STATUTES, RULE OR POLICY

Sections 33-2201 through 33-2207, Idaho Code; IDAPA 55.01.01 and 55.01.02; State Board of Education Policies and Procedures, III.G. Program Approval and Discontinuance.

BACKGROUND/DISCUSSION

Professional-technical education programs in Region III were approved in accordance with Board Policy III.G.5.(a)(3) to be offered through the Selland College of Applied Technology at Boise State University. The Board approved closure of the Selland College of Applied Technology at Boise State University and discontinuation of BSU's PTE programs effective July 1, 2009. It is the intent of CWI to offer these professional-technical education programs beginning July 1, 2009. In order to facilitate approval of the College of Western Idaho professional-technical education programs and options, the Division of Professional-Technical Education utilized a modified Notice of Intent process. The original approved Notice of Intent(s) submitted by the Selland College of Applied Technology for these programs and options are on file in the Division of Professional-Technical Education.

The College of Southern Idaho (CSI) entered into a formal memorandum of understanding with CWI to be its partnering institution for accreditation by the Northwest Commission of College and Universities (NWCCU). The accrediting standards require that CSI approve all curriculum that will be taught by CWI prior to its delivery.

The College of Western Idaho is proposing to offer the professional-technical programs and options as detailed in Attachment A beginning July 1, 2009. The

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programs and options have been reviewed and approved by the College of Southern Idaho's Curriculum Committee.

In accordance with Board Policy III.G.5(a)(3), *Board Approval Procedures*, "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 CAAP for its review and recommendation. If 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."

The request was forwarded to the Council on Academic Affairs and Programs for review at its January 29, 2009 meeting, and it recommends approval. The Administrator of the Division of Professional-Technical Education has reviewed the request and recommends approval of the programs and options.

IMPACT

Board approval of the professional-technical education programs and options is one of the indicators that CWI must meet in order to be designated as the technical college in Region III.

ATTACHMENTS

- | | | |
|--------------|---|--------|
| Attachment A | Summary of Programs, Degrees and Certificates | Page 5 |
| Attachment B | Summary of Process for Program review for New Professional-Technical Programs being requested by the College of Western Idaho | Page 7 |

STAFF COMMENTS AND RECOMMENDATIONS

A modified Notice of Intent process was developed specifically to review the programs slated for transfer. This process has provided the College of Western Idaho and the Division of Professional Technical Education the information needed to ensure that the new programs will meet program approval standards set forth in Board policy III.G.5(a)(3). This process also helped ensure the programs would be of sufficient scope, quality, and relevance to provide students with educational opportunities that will enhance the workforce of the region. These programs conform to the Idaho State Statutes and Idaho Code associated with the funding and delivery of post secondary professional technical educational offerings.

Instruction, Research, and Students Affairs, Council on Academic Affairs and Programs, Professional-Technical Education, and staff recommend approval of the request from the College of Western Idaho for the professional-technical education programs and options as shown in Attachment A.

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BOARD ACTION

A motion to approve the request from the College of Western Idaho to offer the professional-technical education programs and options as shown in Attachment A beginning July 1, 2009.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Attachment A - Summary of Programs, Degrees and Certificates

This is a summary of professional-technical instructional programs, certificates, degrees and options being requested for approval at the College of Western Idaho beginning July 1, 2009. This is a support document for the Notice of Intent process as described in SBOE Policy III.G. *Updated 1/16/2009*

| Program Name | CIP Code nces.ed.gov | SDPTE Program ID Number | Postsecondary Technical Certificate: Comprised of a minimum of 8 credit hours. | Technical Certificate: Comprised of a minimum of 27 credit hours. | Advanced Technical Certificate: Comprised of a minimum of 52 credit hours and longer than one academic year. | Associate of Applied Science (AAS): A minimum of 60 credit hours, which includes a minimum of 16 general education credits, and longer than one academic year. |
|-----------------------------------|-------------------------|----------------------------|--|--|---|---|
| Apprenticeship | 47.0000 | 47296 | | | | Yes |
| Auto Body | 47.0603 | 47248 | | Yes | Yes | Yes |
| Automotive Technology | 47.0604 | 47249 | | Yes | Yes | Yes |
| Maintenance & Light Repair | 47.0604 | | Yes | | | |
| Broadcast Technology | 10.0202 | 47294 | | | Yes | Yes |
| Business Technology | 52.0401 | 44027 | | Yes | | |
| Accounting Technology | 52.0401 | | | | Yes | Yes |
| Administrative Office Technology | 52.0401 | | | | Yes | Yes |
| Legal Office Technology | 52.0401 | | | | Yes | Yes |
| Office Occupations | 52.0401 | 46001 | Yes | | | |
| Child Care and Development | 19.0708 | 45002 | | Yes | Yes | Yes |
| Child Development Associate | 19.0708 | | Yes | | | |
| Computer Network Technology | 11.0901 | 47311 | | | Yes | Yes |
| Network Technician | 11.0901 | | | Yes | | |
| Computer Service Technology | 47.0102 | 47251 | | | Yes | Yes |
| Computer Peripheral Service | 47.0102 | | | Yes | | |
| PC/LAN Specialist | 47.0102 | | | Yes | | |
| Culinary Arts | 12.0503 | 45001 | Yes | Yes | Yes | Yes |
| Dental Assisting | 51.0601 | 43003 | | Yes | | Yes |
| Drafting Technology | 15.1302 | 47246 | | Yes | Yes | Yes |
| Electrical Lineworker | 46.0303 | 47256 | | Yes | | |
| Electronics Technology | 15.0303 | 47257 | | | Yes | Yes |
| Industrial Electronics Technology | 15.0303 | | | | Yes | Yes |
| Farm Business Management | 01.0104 | 46027 | Yes | | | |
| Fire Service Technology | 43.0203 | 47306 | | | | Yes |
| Wildland Fire Management | 43.0203 | | | | | Yes |
| Heavy Duty Truck Technician | 47.0605 | 47247 | | Yes | Yes | Yes |
| Heavy Equipment Technology | 47.0605 | 47322 | | Yes | Yes | Yes |

| Program Name | CIP Code nces.ed.gov | SDPTE Program ID Number | Postsecondary Technical Certificate: Comprised of a minimum of 8 credit hours. | Technical Certificate: Comprised of a minimum of 27 credit hours. | Advanced Technical Certificate: Comprised of a minimum of 52 credit hours and longer than one academic year. | Associate of Applied Science (AAS): A minimum of 60 credit hours, which includes a minimum of 16 general education credits, and longer than one academic year. |
|--|-------------------------|----------------------------|--|--|---|---|
| Horticulture Technology | 01.0601 | 41001 | | | Yes | |
| Horticulture Assistant | 01.0601 | | | Yes | | |
| Horticulturist | 01.0601 | | | | | Yes |
| Industrial Maintenance Technology | 47.0303 | 47255 | | Yes | | |
| Automated Industrial Technician | 47.0303 | | | | Yes | Yes |
| Environmental Control Technician | 47.0303 | | | | Yes | Yes |
| Machine Tool Technology | 48.0501 | 47254 | | Yes | Yes | Yes |
| Manufacturing Systems Technology | 15.0613 | 47287 | | | Yes | Yes |
| Marketing/Management Technology | 52.1401 | 42001 | | Yes | Yes | Yes |
| Nursing - ADN (RN) | 51.1601 | 43058 | | | | Yes |
| Nursing - Practical Nursing (LPN) | 51.1613 | 43001 | | | Yes | |
| Powersports and Small Engine Repair | 47.0606 | 47253 | | Yes | Yes | Yes |
| Idaho Professional Driver Training Program | 49.0205 | 46012 | Yes | | | |
| Refrigeration, Heating and Air Cond | 47.0201 | 47250 | | Yes | Yes | Yes |
| Semi-Conductor Manufacturing Tech | 15.0399 | 47285 | | | Yes | Yes |
| Surgical Technology | 51.0909 | 43002 | | Yes | | |
| Welding & Metals Fabrication | 48.0508 | 47252 | | Yes | Yes | Yes |
| Mechanical/Welding Technician | 48.0508 | | | | Yes | Yes |
| TOTALS → | | | 6 | 21 | 27 | 31 |

ATTACHMENT B

SUMMARY OF THE PROCESS FOR PROGRAM REVIEW FOR NEW PROFESSIONAL-TECHNICAL PROGRAMS BEING REQUESTED BY THE COLLEGE OF WESTERN IDAHO. THIS IS A SUPPORT DOCUMENT FOR THE MODIFIED NOTICE OF INTENT PROCESS AS DESCRIBED IN SBOE Policy III.G. (Updated January 16, 2009)

Professional-technical education programs in Region III were approved in accordance with Board policy III.G.5(a)(3) to be offered through the Selland College of Technology at Boise State University. The Board approved closure of the Selland College of Applied Technology at Boise State University and discontinuation of the associated PTE programs effective July 1, 2009. It is the intent of the College of Western Idaho to offer these professional-technical programs beginning July 1, 2009. In order to facilitate approval of the College of Western Idaho professional-technical education programs and options, the Division of Professional-Technical Education utilized a modified program approval process. The original approved Notice of Intent(s) submitted by the Selland College of Applied Technology for these programs and options are on file in the Division of Professional-Technical Education.

This is a summary of the modified program approval process and serves as a support document for the program approval request for professional-technical programs at the College of Western Idaho. All materials that were compiled to develop this summary are available in the office of the State Division of Professional-Technical Education. The modified program approval process utilized the data normally found in a Notice of Intent for new programs and was modified where appropriate for existing programs.

The Division of Professional-Technical Education evaluated the following objectives utilizing data provided by Boise State University, Selland College of Applied Technology and the College of Western Idaho. The documentation for each objective is available through the Division of Professional-Technical Education.

Sixteen objectives were developed, evaluated and are listed below. These objectives were designed to analyze each professional-technical program requested by CWI for enrollment, job placement, capacity for students, faculty, instructional support staff, facilities, equipment, fiscal resources, and employment opportunities. Where appropriate, the data was collected for the previous three year period.

Objective 1: Evaluate the number of FTE faculty by instructional program.

Objective 2: Evaluate the number of instructional support staff to include teacher's aides, lab assistants, etc. by instructional program.

Objective 3: Evaluate the enrollment by instructional program.

Objective 4: Evaluate the program completers by instructional program.

- Objective 5: Review the Idaho Department of Labor projections for employment opportunities by instructional program, for the State of Idaho, and specifically Ada and Canyon Counties.
- Objective 6: Project fiscal year 2010 enrollments by program.
- Objective 7: Document that program advisory committee members were involved in and were aware of the transitional process from BSU Selland College to CWI.
- Objective 8: Identify non-instructional support staff by position title and the FTE by position.
- Objective 9: Describe the physical locations and facilities for accommodating all support staff.
- Objective 10: Identify specific facilities to be utilized for each program to include a brief description of the facilities and their location.
- Objective 11: Estimate facility costs for rental or renovation that will be funded by the College of Western Idaho's general fund.
- Objective 12: Indicate how programs and staff will be equipped.
- Objective 13: Professional-technical programs currently taught at Boise State University and the College of Southern Idaho which have been identified as like programs by the State Division of PTE staff will be offered by the College of Western Idaho using curriculum that has been reviewed for common outcomes by the program faculty at the College of Southern Idaho.
- Objective 14: Professional technical programs that are currently offered at Boise State University and are not offered at the College of Southern Idaho will utilize the current Boise State University curriculum. The curriculum will be reviewed by the program faculty at the College of Southern Idaho.
- Objective 15: Any new programs that are not currently offered at the College of Southern Idaho or at Boise State University will need to go through the College of Southern Idaho Curriculum Committee and then the State Board of Education's new program notice of intent process.
- Objective 16: Develop a FY 2010 projected budget for each program and support costs.

This modified Notice of Intent process has provided the College of Western Idaho and the Division of Professional Technical Education the information needed to ensure that the new programs will meet program approval standards set forth in Board policy III.G.5(a)(3). This process also helped ensure the programs would be of sufficient scope, quality, and relevance to

provide students with educational opportunities that will enhance the workforce of the region. These programs conform to the Idaho State Statutes and Idaho Code associated with the funding and delivery of post secondary professional technical educational offerings. Through this process the PTE programs will be offered under the accreditation of the College of Southern Idaho and will provide students the opportunity to achieve certificates and degrees from an accredited college. The PTE programs will provide sound educational experiences utilizing appropriate numbers of faculty and staff, facilities, equipment, and fiscal resources. Existing advisory committees and business partnerships will provide community involvement in the maintaining and development of new programs within the region.

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SUBJECT

Second Reading, Proposed Amendments to Board Policy III.D. Official Calendars

REFERENCE

December 6-7, 2007

The Board reviewed the First Reading, Deletion of Board Policy III.D. Official Calendars and asked that the policy be revised rather than deleted to require calendars be posted electronically.

December 4-5, 2008

The Board approved the First Reading of proposed amendments to Board Policy Section III.D. Official Calendars.

BACKGROUND/DISCUSSION

The Board's Governing Policies and Procedures Section *III.D., Official Calendars* currently requires that institutions submit to the Board office and share with Idaho institutions a copy of their official calendar. The schedule is reviewed and approved by the Chief Executive Officer of the institution "no later than October preceding the start of the planned academic year."

Institutions are required to have calendars publicly available and easily accessible per accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU).

The proposed amendments include language to require Idaho's public institutions to post their official calendars to their respective websites prior to the start of the planned academic year. In addition, language was amended to require institutions to notify the Office of the State Board of Education and Idaho institutions via email when official calendars have been posted to websites.

IMPACT

There have been no changes between the first and second readings. The Board will no longer require paper copies of the institutional calendars be filed at the Board office. Institutions will be required to post their academic calendars to their perspective websites prior to each academic year.

ATTACHMENTS

Attachment 1 – First Reading - Board Policy III.D

Page 3

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STAFF COMMENTS AND RECOMMENDATIONS

IRSA, CAAP, and Board staff recommends approval of the proposed amendments to Board Policy III.D. Official Calendars as presented.

BOARD ACTION

A motion to approve the second reading of the proposed amendments to Board Policy III.D. Official Calendars as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Attachment 1

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: D. Official Calendars

April 2005

D. Official Calendars

Each institution ~~will~~ shall prepare on an ongoing basis a schedule indicating significant dates and events (such as registration periods, vacations or holidays, and dates classes begin and end) occurring in the twelve-month period commencing with each institution's the fall term. This schedule must be presented to the chief executive officer of the institution for "review and action" ~~no later than October~~ preceding the start of the planned academic year. This schedule will be designated the Official Calendar for the institution and ~~will~~ shall ~~be distributed in October~~ posted by each institution on its official website. ~~to~~ † ~~The Office of the State Board of Education and the Idaho institutions specified in Subsection A shall be notified promptly via e-mail when official calendars have been posted to respective websites, but not later than the beginning of an institution's fall term.~~ Changes made by the chief executive officer in the Official Calendar ~~also will be distributed as specified above~~ will also be posted and institutions promptly notified as specified above.

Each semester indicated in the Official Calendar of an institution will consist of seventeen (17) weeks with at least fifteen (15) full weeks or seventy-five (75) instructional days of class work or its equivalent effort.

Official calendars must indicate that classes will be held on state holidays designated for Columbus Day and Veterans Day and offices in the institutions will be open, with compensatory time provided at appropriate times within the academic calendar.

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SUBJECT

Contract for Evaluation Services –GEAR UP Idaho

APPLICABLE STATUTE, RULE, OR POLICY

The Higher Education Act of 1965, as amended
Title IV, Part A, Subpart 2 Chapter 2 –Gaining Early Awareness and Readiness
for Undergraduate Programs
Education Department General Administrative Regulations Part 694
Idaho State Board of Education Policy Section V: C.1.d
Idaho State Board of Education Policy Section V: I.3.a

BACKGROUND/DISCUSSION

The Board approved the development and release of a request for proposal leading to the award of a contract for evaluation services for the GEAR UP Idaho program not to exceed \$175,000.00 per year in total at its October 2008 meeting.

Working closely with the Division of Purchasing, GEAR UP staff prepared and released RFP-02154 on December 9, 2008. A bidder's conference call was conducted on December 15, 2009. Fourteen businesses joined the conference. Eleven bids were received by the January 20, 2009 deadline. (Note: Prior to the bid, the GEAR UP staff did contact the post-secondary institutions in the state to determine their willingness/ability to perform the federal requirements for this evaluation. They were unable to do so.)

The maximum score for this RFP was 1000 points. A four member Proposal Evaluation Committee independently scored each technical proposal. The maximum possible points for a technical proposal was 600.

Cost proposals ranged from \$85,800.00 to \$330,280.00. Cost proposals were scored using a formula provided by the Division of Purchasing. The lowest cost received the maximum score of 400 points with subsequent bids receiving a proportion of points in relation to the lowest bid. Points awarded for the technical proposal were added with points awarded for the cost proposal.

CoBro Consulting was the Bidder with the highest point total. CoBro Consulting has the highest technical proposal score (538/600) and the third highest cost proposal score (264/400). The Division of Purchasing issued a Letter of Intent on February 3, 2009 and issued the contract to CoBro Consulting on February 11, 2009.

IMPACT

The contract with CoBro Consulting provides the best combination of services for the cost. At \$130,000.00, the contract is \$43,300.00 below the level set in the RFP.

STAFF COMMENTS AND RECOMMENDATIONS

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The use of the competitive bidding process resulted in the identification of multiple service providers and a range of cost considerations. The final selection of CoBro Consulting provides a contractor that will meet or exceed all GEAR UP Idaho specifications, including implementation timelines for both legacy data and real time data entry of service and matching resources data. The contract bid of \$130,000.00 is below the level authorized by the Board at its October 2008 meeting.

BOARD ACTION

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

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SUBJECT

Revision of Title III/Limited English Proficiency Accountability Plan – Annual Measurable Achievement Objectives for Idaho's school districts.

REFERENCE

August 2006 Adoption of Accountability Plan for State Limited English Proficiency (LEP) Program was approved and incorporated by reference.

APPLICABLE STATUTE, RULE, OR POLICY

No Child Left Behind Act of 2001, Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students, Section 3122. Achievement Objectives and Accountability.
House Bill NO. 787

BACKGROUND/DISCUSSION

Title III of the No Child Left Behind (NCLB) Act of 2001, establishes sanctions or consequences for Local Education Agencies (LEAs), or school districts, that do not meet Title III Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that all LEAs must meet each year for the Limited English Proficient students. Title III mandates that all states develop state-appropriate annual measurable achievement objectives (AMAOs) for (1) growth and (2) proficiency on the language assessment.

Because of these federal requirements, Idaho developed the LEP Accountability plan in the first year of testing with the Idaho English Language Assessment (IELA). Now after three years of testing, the Title III/IELA program was able to look at those three years of IELA and ISAT student data.

The data was presented to a group of Idaho educators who decided on the following changes and annual increases to the targets:

1. AMAO #1 – English Language Growth on the IELA (pages 9-10 of Attachment 1) Current target: 55% of LEP students will move one level of proficiency on the IELA, per year.

Proposed target: Beginning in 2009, 25% of LEP students will move one level of proficiency on the IELA. The targets will increase annually as follows:

| Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #1 Growth | | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Year | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| Target | 25% | 26.1% | 27.2% | 28.3% | 29.4% | 30.5% | 31.6% | 32.7% | 33.8% | 34.9% |
| rounded | 25 | 26 | 27 | 28 | 29 | 31 | 32 | 33 | 34 | 35 |
| Point increase | 1.111 | 1.111 | 1.111 | 1.111 | 1.111 | 1.111 | 1.111 | 1.111 | 1.111 | 1.111 |

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2. AMAO # 2 – English Language Proficiency on the IELA (pages 11-12 of Attachment 1) Current target: 20% of LEP students will attain proficiency on the IELA each year. Proficiency is defined as scoring a 5 overall (Fluent) and an EF+ on each sub-domain of listening, speaking, reading, writing and comprehension.

Proposed target: Beginning in 2009, 13% of LEP students will attain proficiency on the IELA each year. Proficiency is defined as scoring an EF+ on each sub-domain of listening, speaking, reading, writing and comprehension. This could result in a student scoring a 4 or 5 overall. The targets will increase annually as follows:

| Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #2 Proficiency | | | | | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Year | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| Target | 13% | 13.7% | 14.5% | 15.3% | 16.1% | 16.8% | 17.6% | 18.4% | 19.2% | 19.9% |
| rounded | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 18 | 19 | 20 |
| Point increase | 0.777 | 0.777 | 0.777 | 0.777 | 0.777 | 0.777 | 0.777 | 0.777 | 0.777 | 0.777 |

3. Exiting from the LEP Program (page 12 of Attachment 1)

It was decided that the new definition of proficiency described above, would be applied to the definition of exiting LEP students out of the program. Therefore, when a student scores an EF+ on each sub-domain on the IELA they will be eligible to begin transitioning out of a language development program.

4. N size of 34 (page 9 of Attachment 1)

Idaho has applied the “n” size of 34 in the Title I Accountability Workbook. New federal flexibility allows for Title III targets, as defined above for Idaho, to apply the same “n” count. Therefore, Idaho will require the accountability targets only for districts that have 34 or more LEP students.

IMPACT

The impact on the districts will be positive, as it lowers the accountability targets for district LEP programs in Idaho. Therefore, more districts will now achieve the established targets for their LEP students.

The impact of failure to reach these targets remains the same as set forth in 2006, in that districts would need to change their means of service for LEP students in order to improve student performance. This may cost the districts money as they complete a school improvement or corrective action plan and provide more professional development and technical assistance within the district.

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The impact of #4 above, applying the “n” count of 34 to IELA accountability, would allow these particular districts to not have any assessment related accountability for their LEP students. Therefore, no funds would be expended to develop district improvement plans or restructure their programs. However, absence of accountability poses a concern for the potentially negative impact it could have on the students themselves.

ATTACHMENTS

Attachment 1 – Title III/Limited English Proficiency (LEP)

Page 5

Accountability Plan: *Annual Measurable*

Achievement Objectives (AMAOs) for Idaho

Education Agencies (LEAs). Revised February 2009.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends that the Board adopt the changes to the IELA accountability targets and exit criteria for LEP students.

Board staff is concerned about the lack of accountability for districts with less than 34 LEP students if this provision (#4 above) is adopted. An alternative to addressing this concern would be the development of an instructional accountability model that would apply to all districts. Staff will evaluate the efficiency of such a model and if deemed warranted, will bring a proposal at a future date.

BOARD ACTION

A motion to approve the recommended revisions to the Accountability Plan for the Idaho Limited English Proficiency Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Title III/Limited English Proficiency (LEP) ~~Program~~
Accountability Plan

Annual Measurable Achievement Objectives (AMAOs) For

~~And~~

~~Accountability Procedures~~

~~For~~

Idaho Local Education Agencies (LEAs)

~~August 2006~~ Revised February 2009

No Child Left Behind, Title III: Language Instruction for Limited English Proficient and Immigrant Students

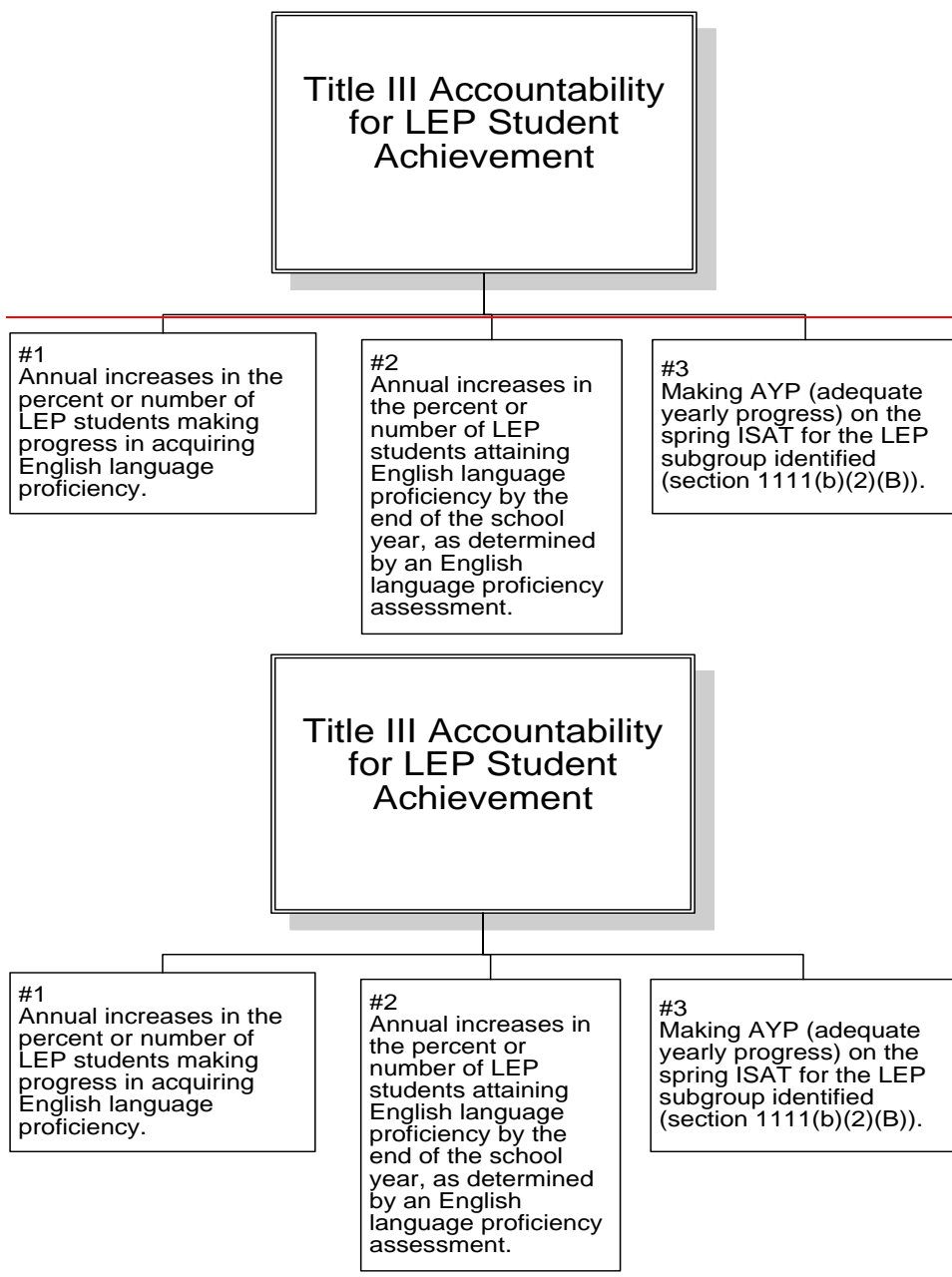
Introduction

Title III of the No Child Left Behind (NCLB) Act of 2001, establishes sanctions or consequences for Local Education Agencies (LEAs), or school districts, ~~which~~that do not meet Title III Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that all LEAs must meet each year for those students in an LEP program. Part I details NCLB requirements. Part II details the state developed annual objectives/targets and definitions. Part III details the sanctions and procedures for LEAs.

Part I: NCLB Requirements

All LEAs, Title III and non Title III LEAs alike, serving Limited English Proficient (LEP) students¹ in Idaho are held accountable to demonstrating annual progress and proficiency in English language acquisition (**NCLB, Title III, section 3122(b)**). The AMAO accountability structure set forth in Title III is a 3-tiered structure. The first 2 AMAOs are determined by the Idaho English Language Assessment (IELA) and the 3rd AMAO is based on the AYP determinations.

¹ LEP students are English language learners (ELLs) who are specifically placed in a language development program, based on the home language survey (HLS) and the Idaho ELL Placement Test.



AMAO #1: Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency, as determined by the IELA: **English Language “Progress/Growth”**.

AMAO #2: Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year, as determined by the IELA: **English Language “Proficiency”**.

AMAO #3: LEA determination for making AYP (adequate yearly progress) on the spring ISAT for LEP students (section 1111(b)(2)(B)): **“AYP”**.

If an LEA does not meet any one of the 3 measures in any given year, then the AMAOs are not met for that year.

Accountability measures, as set forth in section 3122(b) state that:

A. If a district LEP program fails to make progress toward meeting these objectives for two (2) consecutive years, the State Board of Education will work with the district to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

B. If a district LEP program fails to meet these objectives for four (4) consecutive years, the State Board of Education will either require the district to modify the curriculum and LEP program, or will determine if funding should continue and require the district to replace educational personnel.

C. Parental Notification

In addition to providing the general parental notifications, each district that has failed to make progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a child identified for participation or participating in such program of such failure within 30 days of notice of failure to reach AMAOs. All notifications sent home to parents, must be translated into the home language, to the extent practicable. In addition, a parent has the right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

Part II: State Defined AMAO Targets and Definitions

The State Board of Education, Idaho’s SEA, has looked at 3 years of IELA data and consulted with Idaho educators (Attachment B) to determine appropriate AMAOs for LEAs in the state. In February 2009, Idaho adopted the following definitions and will calculate AMAOs as indicated below. If a district an LEA does not meet any one measure of the three AMAO measures, then the AMAOs are LEA will be considered as not met meeting the AMAOs for that year.

"N" Count – Idaho has adopted the number of 34 in its accountability workbook, under Title I and will use this same number for Title III accountability. LEAs with less than 34 LEP students tested on the IELA will not be included in the LEP Accountability Plan. However, all LEAs with 34 or more LEP students, whether they receive Title III funds or not, will be held accountable to this LEP Accountability Plan.

Title III Consortia Funds - AMAOs will be individually calculated for each LEA that receives Title III funds within a Consortium. These LEAs will be treated as separate entities and will not be combined for accountability purposes.

1. AMAO #1 - English Language Progress/Growth ("Progress"): ~~On an annual basis, 55% (fifty-five percent) of LEP students within a cohort² will achieve progress, as measured on the IELA, within each LEA.~~

Progress is defined as advancing one level or more of language proficiency per year, as indicated by the Idaho English Language Assessment (IELA). ~~Students at the Fluent level will be considered as making progress if they are not exited and maintain their level of English proficiency.~~ The IELA details 5 levels of English proficiency (see Attachment A for English language development level descriptors) and assesses the domains of listening, speaking, reading, writing and comprehension (listening + reading) in grades K-12. The 5 English language development levels as defined for Idaho are:

- (1) Beginning
- (2) Advanced Beginning
- (3) Intermediate
- (4) Early Fluent
- (5) Fluent

~~The AMAO growth target of 55% is informed by three considerations:~~

~~First, research suggests that it is inaccurate to assume that all students will progress at the same rate³. Second, because the proficiency levels are relatively~~

~~² Idaho will determine AMAOs for 2 "cohort" groups (grouping of students) (1) an unmatched cohort, which will include every student tested each year and a (2) matched cohort which will include only those students who were tested in the prior and current years.~~

~~³ Edward De Avila, Ph.D. November, 1997~~

~~broad categories, students starting a year near the top of a category are much more likely to progress to the next level than students who begin a year near the bottom of a category. Third, according to second language development research, it is likely that progress from the Intermediate level may require more time than progress between any of the other levels, as this is the time when students are making the transition from social to academic language.~~

~~If Idaho's data consistently over time reflects this growth within proficiency levels and/or the "plateau" at the intermediate level, then Idaho anticipates adding a provision for a growth measurement within proficiency levels (scale score point growth) to the AMAO defined as "progress".~~

2. Idaho has determined that on an annually increasing basis, the following percentages of LEP students within an LEA will achieve progress, as measured on the IELA.

| <u>Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #1 Growth</u> | | | | | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| <u>Year</u> | <u>2008-2009</u> | <u>2009-2010</u> | <u>2010-2011</u> | <u>2011-2012</u> | <u>2012-2013</u> | <u>2013-2014</u> | <u>2014-2015</u> | <u>2015-2016</u> | <u>2016-2017</u> | <u>2017-2018</u> |
| <u>Target</u> | <u>25%</u> | <u>26.1%</u> | <u>27.2%</u> | <u>28.3%</u> | <u>29.4%</u> | <u>30.5%</u> | <u>31.6%</u> | <u>32.7%</u> | <u>33.8%</u> | <u>34.9%</u> |
| <u>rounded</u> | <u>25</u> | <u>26</u> | <u>27</u> | <u>28</u> | <u>29</u> | <u>31</u> | <u>32</u> | <u>33</u> | <u>34</u> | <u>35</u> |
| <u>Point increase</u> | <u>1.111</u> | <u>1.111</u> | <u>1.111</u> | <u>1.111</u> | <u>1.111</u> | <u>1.111</u> | <u>1.111</u> | <u>1.111</u> | <u>1.111</u> | <u>1.111</u> |

The AMAO **growth** targets are set on a linear growth interval, which increases in equal increments each year for 10 years, from 2009-2018. This research-based model⁴ was adopted because it establishes the starting point to be at the corresponding percentage associated with the 25th percentile of LEAs, and the ending point to be at the corresponding percentage associated with the 75th percentile of LEAs. The percentiles were derived by ranking districts, from top to bottom, based on the percent of students, across all grades, who gained one or more proficiency levels from the previous year. It was determined that the rounding of the percentages at the 25th and 75th percentiles from the 2007-2008 IELA results would form the basis of the targets.

⁴Linquanti, R. & George, C. (2007). Establishing and utilizing an NCLB Title III accountability system: California's approach and findings to date. In J. Abedi (Ed.), English language proficiency assessment and accountability under NCLB Title III: A national perspective. Davis: University of California.
Cook, H. G., Boals, T., Wilmes, C., & Santos, M. (2008). Issues in the development of annual measurable achievement objectives for WIDA consortium states (WCER Working Paper No. 2008-2). Madison: University of Wisconsin–Madison, Wisconsin Center for Education Research.

Through application of this method and the decision points from the group of Idaho educators, AMAO 1 will begin for the 2008-2009 school year with a target of 25% of students within an LEA increasing one level of proficiency on the IELA. AMAO 1 will end at the 2017-2018 school year with a target of 35% of students within an LEA increasing one level of proficiency on the IELA. The growth interval with these targets is a 1.111 point increase per year. Only students who have tested for 2 years (e.g. students who have 2 data points) will be included in AMAO 1.

2. AMAO #2 - English Language Proficiency (“Proficiency”): On an annual basis, 20% of LEP students within an LEA will achieve “proficiency” on the IELA (as defined below) in order to begin transition out of a language development program.

A student is defined as “proficient” in English on the IELA, if ~~both the following are met:~~

- ~~-the a~~ student tests at the **overall Fluent level on the IELA; and**
- ~~-the student tests at an~~ early fluent and above (EF+) level within each sub-domain (listening, speaking, reading, writing and comprehension) assessed on the IELA. An EF+ on each sub-domain could result in a student receiving a total score of either a 4 (Early Fluent) or a 5 (Fluent) on the overall IELA score.

~~LEP students will be considered for a transition/exit out of LEP services once they reach this definition of~~ Idaho has determined that on an annually increasing basis, the following percentages of LEP students within an LEA will achieve “proficiency”, as measured on the IELA.

| Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #2 Proficiency | | | | | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Year | <u>2008-2009</u> | <u>2009-2010</u> | <u>2010-2011</u> | <u>2011-2012</u> | <u>2012-2013</u> | <u>2013-2014</u> | <u>2014-2015</u> | <u>2015-2016</u> | <u>2016-2017</u> | <u>2017-2018</u> |
| Target | <u>13%</u> | <u>13.7%</u> | <u>14.5%</u> | <u>15.3%</u> | <u>16.1%</u> | <u>16.8%</u> | <u>17.6%</u> | <u>18.4%</u> | <u>19.2%</u> | <u>19.9%</u> |
| rounded | <u>13</u> | <u>14</u> | <u>15</u> | <u>15</u> | <u>16</u> | <u>17</u> | <u>18</u> | <u>18</u> | <u>19</u> | <u>20</u> |
| Point increase | <u>0.777</u> | <u>0.777</u> | <u>0.777</u> | <u>0.777</u> | <u>0.777</u> | <u>0.777</u> | <u>0.777</u> | <u>0.777</u> | <u>0.777</u> | <u>0.777</u> |

The AMAO **proficiency**, targets are also set on a linear growth interval, which increases each year for 10 years, from 2009-2018. Again, this research-based model was adopted because it establishes the starting point to be at the corresponding percentage associated with the 25th percentile of LEAs, and the ending point to be at the corresponding percentage associated with the 75th percentile of LEAs. The percentiles were derived by ranking districts, from top to bottom, based on the percent of students, across all grades, who achieved

proficiency on the IELA. It was determined that the rounding of the percentages at the 25th and 75th percentiles from the 2007-2008 IELA results would form the basis of the targets.

Through application of this method and the decision points from the group of Idaho educators, AMAO 2 will begin for the 2008-2009 school year with a target of 13% of students within an LEA reaching proficiency on the IELA. AMAO 2 will end at the 2017-2018 school year with a target of 20% of students within an LEA reaching proficiency on the IELA. The growth interval with these targets is a .777 point increase per year. All students tested within a district will be included in AMAO 2.

LEP Students Exiting from a Language Development Program

When a student scores “proficient” on the IELA they will be eligible to begin transition out of a language development program, however scoring proficient alone is not sufficient for exiting out of the program. The ~~recommended exiting~~ criteria for LEAs in Idaho ~~details that to exit LEP students should from a language development program is as follows:~~

1. Score at the Early Fluent level ~~overall and at a certain level or above(EF+)~~ on each sub-domain tested on the IELA; (listening, speaking, reading, writing and comprehension);

AND one of the following:

2. Receive an Idaho Reading Indicator (IRI) score of ~~at least~~ a 23 in grades K-3, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level in grades 3-8 and 10;

OR

3. Demonstrate access to mainstream content curriculum in one of the following ways:

- Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
- Secondary: Core content area GPA (non-modified) of 2.0; or
- Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

A student should not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT.

These are two different measures of achievement and have two different definitions.

~~Taking into consideration the State recommended exit criteria, LEAs will be required to detail their district exit criteria on their annual LEP Plans which are approved by the local school boards and submitted to the LEP Program manager June 30th of each year. The LEA exit plan for LEP students must meet state and federal guidelines.~~

3. AYP: AYP will be determined by annual spring ISAT data, as provided by the State Department of Education (SDE) for the LEP subgroup at the LEA level, where the LEA failed to make AYP in any target area because of the LEP subgroup.

Part III: LEA sanctions and procedures

The accountability measures for each LEA are determined by the results of the annual spring IELA and ISAT assessments of LEP students. Sanctions are determined by consecutive years of not meeting the AMAOs set forth above (1. progress, 2. proficiency, and 3. AYP).

Any type of improvement plan or restructuring should be seen as an opportunity for an LEA to thoroughly evaluate their programs and assess what steps need to be taken or changes that need to be made so that the LEA is able to better serve the LEP population.

Accountability and sanctions are applicable to all districts with LEP students, whether Title III funding is received or not, unless otherwise indicated below. Title III funding is the federal allocation for language acquisition, emergency immigrant, and consortia funding.

Appeals process

AMAOs will be calculated according to LEP student growth on the IELA and AYP. The appeals process for AYP takes place through the Department of Education. If an LEA believes that there has been an error in the calculation of AMAOs, then the LEA may contact the State LEP Program, however there will be no formal appeals process. Student scores may not be contested. Testing discrepancies (i.e. a student has taken 2 different grade level tests; a student has taken only a portion of the test) will be taken into consideration by the testing vendor when tests are scored and student reports are generated. The testing vendor may or may not contact the LEA directly to resolve the discrepancy.

| AMAO Sanctions | | | | | |
|--------------------|--------------------------------|-----------------------|--|---|---|
| School Year | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
| Improvement Year | Baseline Data from spring 2006 | LEP Improvement 1 | LEP Improvement 2 | LEP Improvement 3 | LEP Improvement 4 |
| LEA Responsibility | | Alert Status | 1. Develop/augment Improvement Plan specific to LEP 2. Implement Improvement Plan | 1. Continue School Improvement Plan 2. Review Plan and outcomes for adequacy | Corrective Action Plan * Title III LEAs could lose funding |
| | | Parental Notification | Parental Notification | Parental Notification | Parental Notification |
| SEA Responsibility | | Technical Assistance | Technical Assistance | Technical Assistance | Technical Assistance |

A. If a district LEP program fails to make progress toward meeting these objectives for two (2) consecutive years, the State LEP Program will work with the district to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

~~Many of the LEAs have already begun to develop school improvement plans due to LEP student achievement in Math and Reading (AYP). The State LEP Program will work with LEAs to significantly augment these school improvement plans, focusing on LEP student growth, rather than require development of new, independent plans.~~

Baseline: The spring 2006 IELA assessment will give Idaho the baseline data to begin looking at LEP student growth.

LEP Improvement YEAR 1: Data from the spring 2007 IELA will provide information regarding what LEAs will be in LEP Improvement Year 1.

- Once notified, LEAs will be on alert status for this year.

- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs.

LEP Improvement YEAR 2: Data from spring 2008 will provide information regarding what LEAs will be in LEP Improvement Year 2.

- LEAs must ~~either (1) significantly augment their AYP LEA improvement plan, or (2) formulate a new LEA improvement plan, both~~ submit an LEP Program Improvement Plan, which is based on the same SDE school/LEA improvement plan model. Idaho LEP Program Enhancement Grant Application.
- The State LEP program will ~~provide technical assistance first to the LEAs that have not previously developed an improvement plan, and then to those LEAs that already have an improvement plan on file~~ review all LEP Program Improvement Plans and give feedback to each district.
- The LEAs will have until December 31 of each year that the LEA is in needs improvement to complete their improvement plan. The LEAs will have until May 31 of each year to demonstrate in writing the implementation of the plan within the LEA.
- Those LEAs that meet AMAOs in Year 2 will not be required to submit improvement plans.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs and must detail the process that the LEA is going through to remedy the situation.

LEP Improvement YEAR 3: Data from spring 2009 will provide information regarding what LEAs will be in LEP Improvement Year 3.

- The LEAs that are in LEP Improvement Year 3 must continue to implement their LEA improvement plan. The LEA must review the plan for outcomes and adequacy by December 31. The LEAs will have until May 31 to demonstrate in writing the changes made to the implementation of the school improvement plan within the LEA.
- Those LEAs that did not meet AMAOs in Year 2 but did meet AMAOs in Year 3 will continue to be required to submit documentation of implementation of their improvement plans by May 31 of that year.

- The State LEP program will continue to provide technical assistance first to the LEAs that have not previously developed an improvement plan, and then to those LEAs that already have an improvement plan on file.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs detailing the process that the LEA is going through to remedy the situation.

B. If a district LEP program fails to meet these objectives for four (4) consecutive years, the State LEP Program will either require the district to modify the curriculum and LEP program, or will determine if funding should continue and/or require the district to replace educational personnel.

LEP Improvement YEAR 4: Data from spring 2010 will provide information regarding what LEAs will be in LEP Improvement Year 4.

Title III LEAs

- ⇒ LEAs that receive Title III funds must submit a new corrective action plan that details how the LEP program and curriculum will be significantly modified. Input from staff, parents and community members is required. Further guidance from the State LEP program will detail what the corrective action plan must include.
- ⇒ LEAs must submit their corrective action plan by May 31 and written documentation of implementation of the corrective action by December 31 of the following school year.
- ⇒ The State LEP program will make the determination whether Title III funding will be continued and/or require that staff be terminated.

Non Title III LEAs

- ⇒ LEAs that do not receive Title III funds must also submit a corrective action plan that details how the LEP program and curriculum will be significantly modified. Input from staff, parents and community members is required. Further guidance from the State LEP program will detail what the corrective action plan must include.
- ⇒ LEAs must submit their corrective action plan by May 31 and written documentation of implementation of the corrective action by December 31 of the following school year.

- Those LEAs that did not meet AMAOs in Year 3 but did meet AMAOs In Year 4 will continue to be required to submit documentation of implementation of their improvement plans by May 31 of that year.
- The State LEP program will continue to provide technical assistance to all LEAs in LEP Improvement Year 4.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs detailing the process that the LEA is going through to remedy the situation.

LEP Improvement Year 4+

If a district continues to miss the AMAO targets after 4 consecutive years, the district must continue to implement its corrective action plan and provide documentation of implementation by December 31 and May 31. In addition, the State LEP Program will continue to work with the district to determine the best course of action.

C. Parental Notification

In addition to providing the general parental notifications, each district that has failed to make progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a child identified for participation or participating in such program of such failure within 30 days. All notifications sent home to parents, must be translated into the home language, to the extent practicable. In addition, a parent has the right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

Attachment A: Idaho English Language Development Level Descriptors

Level 1 - Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Level 3 - Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They

can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 - Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

Attachment B:
List of Idaho Educators for 2009 Accountability Plan Revision

| | | | |
|-----------------|----------------------|--------------------------------------|---|
| <u>Angela</u> | <u>Armstrong</u> | <u>Boundary #101</u> | <u>Principal - LEP/Migrant Director</u> |
| <u>Ellen</u> | <u>Batt</u> | <u>College of Idaho</u> | <u>Professor of Education and Modern Foreign Languages</u> |
| <u>Cindy</u> | <u>Bechinski</u> | <u>Moscow #281</u> | <u>Curriculum Director</u> |
| <u>Fernanda</u> | <u>Brendefur</u> | <u>State Department of Education</u> | <u>Title III/LEP Coordinator</u> |
| <u>H. Gary</u> | <u>Cook</u> | <u>University of Wisconsin</u> | <u>Consultant</u> |
| <u>Molly Jo</u> | <u>de Fuentealba</u> | <u>Boise #1</u> | <u>Federal Programs Consultant</u> |
| <u>Jesús</u> | <u>de León</u> | <u>Caldwell #132</u> | <u>Project Director - Federal Programs</u> |
| <u>Tristan</u> | <u>Galenski</u> | <u>Blaine #61</u> | <u>Middle School LEP Program Director</u> |
| <u>John</u> | <u>Graham</u> | <u>Filer #413</u> | <u>Superintendent</u> |
| <u>Margo</u> | <u>Healy</u> | <u>State Board of Education</u> | <u>ISAT and Accountability Director</u> |
| <u>Eric</u> | <u>Jensen</u> | <u>Jefferson #251</u> | <u>District LEP/Migrant Director and Elementary Principal</u> |
| <u>Aaron</u> | <u>Mitchell</u> | <u>Middleton #134</u> | <u>Director of Federal Programs</u> |
| <u>Diane</u> | <u>Olivia</u> | <u>Meridian #2</u> | <u>Title III/LEP Coordinator</u> |
| <u>Wayne</u> | <u>Rush</u> | <u>Glenns Ferry #</u> | <u>Superintendent</u> |
| <u>Sheri</u> | <u>Schmidt</u> | <u>Shelly #60</u> | <u>Federal Programs Director</u> |
| <u>Jim</u> | <u>Shank</u> | <u>Idaho Falls #91</u> | <u>Director of Federal Programs and Assessments</u> |
| <u>Galen</u> | <u>Shaver</u> | <u>McCall-Donnelly</u> | <u>Special Programs Director</u> |
| <u>D.</u> | <u>Simmons</u> | <u>Madison #321</u> | <u>Federal Programs Director</u> |
| <u>Doris</u> | <u>Sommer</u> | <u>Twin Falls #411</u> | <u>ESL Coordinator</u> |
| <u>Wendy</u> | <u>St. Michell</u> | <u>State Board of Education</u> | <u>IELA Manager</u> |
| <u>Elaine</u> | <u>Tobias</u> | <u>Pocatello #25</u> | <u>Title I Director</u> |
| <u>Neil</u> | <u>Williams</u> | <u>Fremont #215</u> | <u>Principal - LEP Director</u> |

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 26-27, 2009**

SUBJECT

Dual Credit Activity within Idaho's Postsecondary Institutions

REFERENCE

January 26, 2009

The Board was presented with a summary of dual credit activity within Idaho's colleges and universities. Board staff was directed to collect missing data and provide a full report to the Board at their next meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-203 (8), Idaho Code.

Idaho State Board of Education Governing Policies and Procedures III.Y.
Advanced Opportunities

Idaho Administrative Code, IDAPA 08.02.03.008.16; 08.02.03.106

BACKGROUND/DISCUSSION

Per Board Policy Section III.Y.(2), Advanced Opportunities, "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."

At the January 26, 2009 meeting, the Board was presented with a handout that illustrated dual credit enrollment by student headcount and credit hours. At that time there were some discrepancies and missing data. Institutions were asked to provide the following information:

- Number of high school students enrolled in dual credit courses at the high schools in school years 2006-2007, 2007-2008, and Fall 2008
- Number of high school students enrolled in classes taught directly through the college/university
- Number of Dual credit classes taught via distance delivery

In addition, the institutions provided a listing of the course subjects offered at each of their partnering high schools.

ATTACHMENTS

Attachment 1 – Student Headcount & Credit Hours
Attachment 2 – Dual Credit Course Subjects Summary

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 26-27, 2009

STAFF COMMENTS AND RECOMMENDATIONS

The continued increase in student headcount and total credit hours demonstrates each institutions' commitment to dual credit opportunities for Idaho students. It is important to note that the fluctuation in available course subjects from year to year is often dependent upon the high school teacher's qualifications. Finding and maintaining teachers who meet the postsecondary academic qualifications is by far the biggest barrier in growing dual credit programs. Teachers are required to have a Masters degree in content area to provide instruction at the college level. K-12 teachers need to be incentivized to earn a Masters in their content area in order to teach dual credit courses.

BOARD ACTION

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

IDAHO DUAL CREDIT ENROLLMENT HISTORY

Student Headcount

| | | Spring | | Spring | |
|--|--------------|--------------|--------------|------------|--------------|
| INSTITUTION | Fall 2006 | 2007 | Fall 2007 | 2008 | Fall 2008 |
| Boise State University | | | | | |
| Dual Credit Classes Taught at the High School | 701 | 174 | 977 | 220 | 1,125 |
| High School Students Enrolled in Classes Taught Directly through the College | 34 | 30 | 56 | 23 | 22 |
| Dual Credit Classes Taught Via Distance Delivery | 12 | 17 | 29 | 16 | 24 |
| Total Headcount | 747 | 221 | 1,062 | 259 | 1,171 |
| | | | | | |
| Idaho State University | | | | | |
| Dual Credit Classes Taught at the High School | 791 | 460 | 926 | 672 | 1,138 |
| High School Students Enrolled in Classes Taught Directly through the College | 13 | 10 | 10 | 12 | 9 |
| Dual Credit Classes Taught Via Distance Delivery | 7 | 21 | 24 | 28 | 6 |
| Total Headcount | 811 | 491 | 960 | 712 | 1,153 |
| | | | | | |
| University of Idaho | | | | | |
| Dual Credit Classes Taught at the High School | 30 | 8 | 29 | 10 | 177 |
| High School Students Enrolled in Classes Taught Directly through the College | 30 | 36 | 26 | 34 | 79 |
| Dual Credit Classes Taught Via Distance Delivery | 46 | 68 | 106 | 104 | 154 |
| Total Headcount | 106 | 112 | 161 | 148 | 410 |
| | | | | | |
| Lewis-Clark State College | | | | | |
| Dual Credit Classes Taught at the High School | 90 | 144 | 126 | 180 | 184 |
| High School Students Enrolled in Classes Taught Directly through the College | 12 | 5 | 5 | 8 | 6 |
| Dual Credit Classes Taught Via Distance Delivery | 0 | 1 | 0 | 1 | 2 |
| Total Headcount | 102 | 150 | 131 | 189 | 192 |
| | | | | | |
| College of Southern Idaho | | | | | |
| Dual Credit Classes Taught at the High School | 896 | 1,029 | 1,073 | 521 | 1,197 |
| High School Students Enrolled in Classes Taught Directly through the College | 103 | 128 | 85 | 57 | 98 |
| Dual Credit Classes Taught Via Distance Delivery | 29 | 21 | 58 | 22 | 47 |
| Total Headcount | 1,028 | 1,178 | 1,216 | 600 | 1,342 |
| | | | | | |
| North Idaho College | | | | | |
| Dual Credit Classes Taught at the High School | 104 | 86 | 106 | 80 | 118 |
| High School Students Enrolled in Classes Taught Directly through the College | 210 | 208 | 305 | 314 | 369 |
| Dual Credit Classes Taught Via Distance Delivery | 76 | 137 | 115 | 153 | 143 |
| Total Headcount | 390 | 431 | 526 | 547 | 630 |
| | | | | | |

IDAHO DUAL CREDIT ENROLLMENT HISTORY

Credit Hours

| INSTITUTION | Spring | | Spring | | Fall 2008 |
|--|--------------|--------------|--------------|--------------|--------------|
| | Fall 2006 | 2007 | Fall 2007 | 2008 | |
| Boise State University | | | | | |
| Dual Credit Classes Taught at the High School | 2,744 | 558 | 3,881 | 684 | 4,473 |
| High School Students Enrolled in Classes Taught Directly through the College | 151 | 140 | 214 | 147 | 131 |
| Dual Credit Classes Taught Via Distance Delivery | 36 | 51 | 87 | 48 | 72 |
| Total Credit Hours | 2,931 | 749 | 4,182 | 879 | 4,676 |
| Idaho State University | | | | | |
| Dual Credit Classes Taught at the High School | 3,104 | 1,728 | 4,152 | 2,582 | 5,075 |
| High School Students Enrolled in Classes Taught Directly through the College | 54 | 38 | 36 | 46 | 38 |
| Dual Credit Classes Taught Via Distance Delivery | 23 | 37 | 77 | 56 | 22 |
| Total Credit Hours | 3,181 | 1,803 | 4,265 | 2,684 | 5,135 |
| University of Idaho | | | | | |
| Dual Credit Classes Taught at the High School | 30 | 8 | 29 | 10 | 455 |
| High School Students Enrolled in Classes Taught Directly through the College | 71 | 83 | 68 | 87 | 203 |
| Dual Credit Classes Taught Via Distance Delivery | 110 | 164 | 221 | 278 | 321 |
| Total Credit Hours | 211 | 255 | 318 | 375 | 979 |
| Lewis-Clark State College | | | | | |
| Dual Credit Classes Taught at the High School | 225 | 603 | 414 | 812 | 733 |
| High School Students Enrolled in Classes Taught Directly through the College | 43 | 22 | 26 | 39 | 41 |
| Dual Credit Classes Taught Via Distance Delivery | 0 | 6 | 0 | 6 | 7 |
| Total Credit Hours | 268 | 631 | 440 | 857 | 781 |
| College of Southern Idaho | | | | | |
| Dual Credit Classes Taught at the High School | 3,195 | 5,379 | 7,561 | 2,743 | 5,322 |
| High School Students Enrolled in Classes Taught Directly through the College | 501 | 771 | 718 | 240 | 614 |
| Dual Credit Classes Taught Via Distance Delivery | 87 | 43 | 243 | 53 | 146 |
| Total Credit Hours | 3,783 | 6,193 | 8,522 | 3,036 | 6,082 |
| North Idaho College | | | | | |
| Dual Credit Classes Taught at the High School | 411 | 312 | 422 | 276 | 404 |
| High School Students Enrolled in Classes Taught Directly through the College | 1,300 | 1,321 | 2,162 | 2,189 | 2,506 |
| Dual Credit Classes Taught Via Distance Delivery | 292 | 498 | 436 | 566 | 529 |
| Total Credit Hours | 2,003 | 2,131 | 3,020 | 3,031 | 3,439 |

Boise State University

| Name of Partnering High School | Academic Year | Number of Course Subjects |
|--------------------------------|---------------|---------------------------|
| ArtsWest | 2008-2009 | 2 |
| Bishop Kelly | 2008-2009 | 3 |
| | 2007-2008 | 3 |
| | 2006-2007 | 3 |
| Boise HS | 2008-2009 | 6 |
| | 2007-2008 | 7 |
| | 2006-2007 | 5 |
| Borah | 2008-2009 | 4 |
| | 2007-2008 | 7 |
| | 2006-2007 | 5 |
| Caldwell | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Cambridge | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| Capital | 2008-2009 | 2 |
| | 2007-2008 | 5 |
| | 2006-2007 | 5 |
| Centennial | 2008-2009 | 11 |
| | 2007-2008 | 9 |
| | 2006-2007 | 9 |
| Challis | 2006-2007 | 2 |
| Columbia | 2008-2009 | 7 |
| | 2007-2008 | 6 |
| | 2006-2007 | 2 |
| Eagle | 2008-2009 | 8 |
| | 2007-2008 | 6 |
| | 2006-2007 | 6 |
| Emmett | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| Garden Valley | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Homedale | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| IDLA | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| Kuna | 2008-2009 | 5 |
| | 2007-2008 | 4 |
| | 2006-2007 | 3 |
| Meridian | 2008-2009 | 3 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |

Boise State University

| | | |
|----------------------------------|-----------|---|
| Meridian Medical Arts Charter HS | 2008-2009 | 4 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| Mountain Home | 2008-2009 | 7 |
| | 2007-2008 | 6 |
| | 2006-2007 | 2 |
| Mountain View | 2008-2009 | 3 |
| | 2007-2008 | 3 |
| | 2006-2007 | 1 |
| Meridian Technical Charter HS | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Nampa | 2008-2009 | 2 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Nampa Christian | 2008-2009 | 1 |
| New Plymouth | 2008-2009 | 1 |
| Ontario | 2008-2009 | 3 |
| | 2007-2008 | 3 |
| | 2006-2007 | 3 |
| Payette | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| Rocky Mountain | 2008-2009 | 3 |
| Skyview | 2008-2009 | 5 |
| | 2007-2008 | 6 |
| | 2006-2007 | 5 |
| Timberline | 2008-2009 | 4 |
| | 2007-2008 | 3 |
| | 2006-2007 | 3 |
| Vallivue | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Weiser | 2008-2009 | 1 |
| Wilder | 2008-2009 | 1 |

Idaho State University

| Name of Partnering High School | Academic Year | Number of Course Subjects |
|--------------------------------|---------------|---------------------------|
| Aberdeen HS | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| American Falls HS | 2008-2009 | 7 |
| | 2007-2008 | 7 |
| | 2006-2007 | 2 |
| | 2008-2009 | 4 |
| Blackfoot HS | 2008-2009 | 7 |
| Bonneville HS | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| Butte County HS | 2008-2009 | 2 |
| | 2007-2008 | 1 |
| Century HS | 2008-2009 | 11 |
| | 2007-2008 | 9 |
| | 2006-2007 | 9 |
| Challis HS | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| Emmett HS | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| | 2006-2007 | 2 |
| Grace HS | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| Highland HS | 2008-2009 | 13 |
| | 2007-2008 | 13 |
| | 2006-2007 | 12 |
| Hillcrest HS | 2008-2009 | 6 |
| | 2007-2008 | 6 |
| | 2006-2007 | 8 |
| Idaho Falls HS | 2008-2009 | 2 |
| Madison HS | 2008-2009 | 3 |
| Malad HS | 2008-2009 | 8 |
| | 2007-2008 | 7 |
| Marsh Valley HS | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| Meridian Med Arts | 2008-2009 | 8 |
| | 2007-2008 | 8 |
| | 2006-2007 | 7 |
| North Fremont HS | 2008-2009 | 1 |
| North Gem HS | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| Pocatello HS | 2008-2009 | 13 |
| | 2007-2008 | 11 |
| | 2006-2007 | 11 |

Idaho State University

| | | |
|-------------------|-----------|----|
| Preston HS | 2008-2009 | 10 |
| | 2007-2008 | 7 |
| | 2006-2007 | 5 |
| Rigby HS | 2008-2009 | 13 |
| | 2007-2008 | 10 |
| | 2006-2007 | 6 |
| Shelley HS | 2008-2009 | 4 |
| Sho-Ban HS | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| Skyline HS | 2008-2009 | 5 |
| | 2007-2008 | 3 |
| | 2006-2007 | 2 |
| Snake River HS | 2008-2009 | 5 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| Soda Springs HS | 2008-2009 | 1 |
| | 2007-2008 | 3 |
| | 2006-2007 | 2 |
| Teton HS | 2008-2009 | 4 |
| | 2007-2008 | 4 |
| West Jefferson HS | 2008-2009 | 3 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| West Side HS | 2008-2009 | 2 |
| | 2007-2008 | 2 |

University of Idaho

| Name of Partnering High School | Academic Year | Number of Course Subjects |
|--------------------------------|---------------|---------------------------|
| Aberdeen HS | 2008-2009 | 1 |
| Cambridge HS | 2008-2009 | 2 |
| | 2007-2008 | 1 |
| | 2006-2007 | 2 |
| Carey HS | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| Castleford HS | 2008-2009 | 3 |
| Centennial HS | 2006-2007 | 1 |
| Coeur d'Alene HS | 2008-2009 | 1 |
| | 2006-2007 | 1 |
| Columbia HS | 2008-2009 | 1 |
| Council HS | 2008-2009 | 1 |
| | 2006-2007 | 1 |
| Culdesac HS | 2008-2009 | 1 |
| Deary HS | 2007-2008 | 2 |
| | 2006-2007 | 1 |
| Eagle HS | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Filer HS | 2008-2009 | 1 |
| Genesee HS | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Gooding HS | 2008-2009 | 2 |
| Highland HS | 2008-2009 | |
| Joseph, OR HS | 2008-2009 | 2 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Kendrick HS | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Lapwai HS | 2008-2009 | 3 |
| | 2007-2008 | 1 |
| Malad HS | 2008-2009 | 2 |
| McCall HS | 2008-2009 | 6 |
| Meadows Valley HS | 2008-2009 | 2 |
| Meridian HS | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Moscow HS | 2008-2009 | 7 |
| | 2007-2008 | 1 |
| Murtaugh HS | 2007-2008 | 1 |
| Nez Perce HS | 2008-2009 | 4 |
| North Gem HS | 2008-2009 | 2 |
| Oakley HS | 2008-2009 | 2 |

University of Idaho

| | | |
|----------------------------|-----------|---|
| Paradise Creek Regional HS | 2008-2009 | 1 |
| | 2007-2008 | 2 |
| Parma HS | 2008-2009 | 1 |
| Potlatch HS | 2008-2009 | 2 |
| | 2006-2007 | 1 |
| Prairie HS | 2008-2009 | 1 |
| Salmon River HS | 2007-2008 | 2 |
| Shoshone HS | 2008-2009 | 1 |
| Teton HS | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| Timberline HS | 2008-2009 | 1 |
| | 2007-2008 | 2 |
| | 2006-2007 | 2 |
| Treasure Valley | 2008-2009 | 1 |
| Troy HS | 2008-2009 | 4 |
| | 2007-2008 | 2 |
| | 2006-2007 | 3 |
| West Jefferson HS | 2008-2009 | 1 |

Lewis-Clark State College

| Name of Partnering High School | Academic Year | Number of Course Subjects |
|--------------------------------|---------------|---------------------------|
| Clarkston HS | 2008-2009 | 6 |
| | 2007-2008 | 1 |
| Kamiah HS | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Lapwai HS | 2008-2009 | 2 |
| | 2007-2008 | 2 |
| | 2006-2007 | 3 |
| Lewiston HS | 2008-2009 | 7 |
| | 2007-2008 | 6 |
| | 2006-2007 | 5 |
| Orofino HS | 2008-2009 | 2 |
| | 2007-2008 | 1 |
| Pomeroy HS | 2008-2009 | 4 |
| | 2007-2008 | 4 |
| Prairie HS | 2008-2009 | 7 |
| | 2007-2008 | 2 |
| Riggins HS | 2007-2008 | 1 |
| | 2006-2007 | 1 |
| Summitt Academy | 2006-2007 | 1 |
| Troy HS | 2008-2009 | 1 |
| | 2007-2008 | 1 |
| | 2006-2007 | 1 |

College of Southern Idaho

| Name of Partnering High School | Academic Year | Number of Course Subjects |
|----------------------------------|---------------|---------------------------|
| Bear Lake HS | 2008-09 | 1 |
| Boise HS | 2008-09 | 1 |
| | 2007-08 | 1 |
| Borah HS | 2007-08 | 1 |
| Buhl HS | 2008-09 | 3 |
| | 2007-08 | 4 |
| | 2006-07 | 5 |
| Burley HS | 2008-09 | 20 |
| | 2007-08 | 22 |
| | 2006-07 | 18 |
| Camas County HS | 2008-09 | 1 |
| | 2007-08 | 1 |
| Capitol HS | 2008-09 | 1 |
| Carey HS | 2008-09 | 1 |
| | 2007-08 | 3 |
| Cassia Regional Technical Center | 2008-09 | 5 |
| | 2007-08 | 5 |
| | 2006-07 | 5 |
| Castleford HS | 2007-08 | 2 |
| | 2006-07 | 4 |
| Centennial HS - Boise | 2007-08 | 2 |
| Columbia HS | 2008-09 | 4 |
| | 2007-08 | 5 |
| | 2006-07 | 4 |
| Declo HS | 2008-09 | 4 |
| | 2007-08 | 10 |
| | 2006-07 | 8 |
| Filer HS | 2008-09 | 5 |
| | 2007-08 | 7 |
| | 2006-07 | 12 |
| Gooding HS | 2008-09 | 7 |
| | 2007-08 | 4 |
| | 2006-07 | 4 |
| Hagerman HS | 2007-08 | 3 |
| Hansen HS | 2006-07 | 1 |
| Idaho Digital Learning Academy | 2008-09 | 14 |
| Jerome Center | 2008-09 | 1 |
| | 2006-07 | 1 |
| Jerome HS | 2008-09 | 5 |
| | 2007-08 | 8 |
| | 2006-07 | 9 |
| Kimberly HS | 2008-09 | 6 |
| | 2007-08 | 13 |
| | 2006-07 | 14 |
| Madison HS | 2007-08 | 2 |

College of Southern Idaho

| | | |
|--------------------|---------|----|
| McCall-Donnelly HS | 2008-09 | 1 |
| | 2007-08 | 4 |
| | 2006-07 | 2 |
| Meridian Academy | 2007-08 | 2 |
| Meridian HS | 2007-08 | 1 |
| | 2006-07 | 1 |
| Minico HS | 2008-09 | 17 |
| | 2007-08 | 28 |
| | 2006-07 | 28 |
| Mountain Home HS | 2007-08 | 2 |
| | 2006-07 | 2 |
| Murtaugh HS | 2008-09 | 1 |
| | 2007-08 | 2 |
| Nampa HS | 2008-09 | 3 |
| | 2007-08 | 2 |
| | 2006-07 | 2 |
| Northside Center | 2006-07 | 1 |
| Oakley HS | 2007-08 | 1 |
| | 2006-07 | 1 |
| Potlatch HS | 2008-09 | 1 |
| Raft River HS | 2007-08 | 1 |
| | 2006-07 | 2 |
| Rockland HS | 2008-09 | 1 |
| | 2007-08 | 1 |
| Skyview HS | 2008-09 | 6 |
| | 2007-08 | 8 |
| | 2006-07 | 8 |
| Timberline HS | 2008-09 | 1 |
| | 2007-08 | 1 |
| Twin Falls HS | 2008-09 | 28 |
| | 2007-08 | 39 |
| | 2006-07 | 29 |
| Vallivu HS | 2008-09 | 2 |
| Weiser - TBA | 2007-08 | 2 |
| Wendell HS | 2008-09 | 3 |
| | 2007-08 | 9 |
| | 2006-07 | 8 |
| Wood River HS | 2008-09 | 9 |
| | 2007-08 | 13 |
| | 2006-07 | 9 |

North Idaho College

| Name of Partnering High School | Academic Year | Number of Course Subjects |
|--------------------------------|---------------|---------------------------|
| Coeur d'Alene High School | 2008-09 | 1 |
| Kellogg High School | 2008-09 | 4 |
| | 2007-08 | 6 |
| | 2006-07 | 9 |
| Kootenai Junior Senior High Sc | 2008-09 | 2 |
| Lakeland High School | 2008-09 | 4 |
| | 2007-08 | 2 |
| | 2006-07 | 3 |
| Lakeside High School | 2008-09 | 4 |
| | 2007-08 | 2 |
| St. Maries High School | 2008-09 | 3 |
| | 2007-08 | 5 |
| | 2006-07 | 2 |
| Timberlake High School | 2008-09 | 5 |
| | 2007-08 | 5 |
| | 2006-07 | 5 |
| Wallace High School | 2008-09 | 1 |
| | 2007-08 | 3 |
| | 2006-07 | 5 |