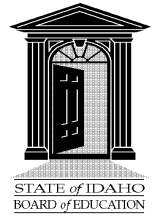


**STATE BOARD OF EDUCATION SPECIAL MEETING  
July 29, 2011  
Office of the State Board of Education  
Len B. Jordan Building  
650 W State Street, 3<sup>rd</sup> Floor  
Boise, Idaho**



**Teleconference Number: (877)322-9654, Public Participant Code: 376064**

**Friday, July 29, 2011, 3:00 p.m. (MDT)**

**DEPARTMENT OF EDUCATION**

Accountability Workbook - Amendment

**STATE DEPARTMENT OF EDUCATION**  
**JULY 29, 2011**

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**SUBJECT**

Accountability Workbook

**APPLICABLE STATUTE, RULE, OR POLICY**

Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act  
(Public Law 107-110)  
34 C.F.R. § 200.19(b)

**BACKGROUND/DISCUSSION**

The Accountability Workbook governs Idaho's participation in the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) process of tracking student achievement. Periodic changes to the Idaho Accountability Workbook are necessary to ensure that all policies and procedures in Idaho's assessment system are correct, fair and valid.

Given the lack of timeliness in the reauthorization of the Elementary and Secondary Education Act (ESEA), the Idaho State Department of Education is requesting that the State Board of Education approve a change to the Accountability Workbook annual measurable objectives (AMOs) (Principle 3.2b). The change submitted is to leave the 2009-2010 AYP targets in place for 2010-2011, before resuming the incremental increases in targets each year, culminating in all students being 100% proficient in 2013-2014.

In addition, Idaho is moving to a new accountability system. The Students Come First legislation concentrates on student academic growth versus the proficiency focus of No Child Left Behind (NCLB.) As a part of Idaho's new plan, teacher evaluations will be based at least 50 percent on student academic growth. Student growth will also determine teacher bonuses, which will be rewarded on a school wide basis.

This change does not lower standards but simply spaces out target increases more incrementally, as allowed by the U.S. Department of Education, to help sustain and continue the movement toward full proficiency for all Idaho students.

To illustrate: In reading, the goal in 2009-2010 was 85.6% proficiency. In 2010-2011 it was set to go up to 90.4%. However, under this proposed change, the 2009-2010 target of 85.6% would remain the target for the 2010-2011 school-year.

The State Department of Education has presented preliminary ideas for an Idaho accountability system to the Accountability Oversight Committee and will be convening further discussions about the crucial elements of accountability for Idaho schools. The State Department of Education believes it is more critical to focus on those schools that are truly unable to deliver a quality education to students, rather than increasing the number of potentially misidentified schools by targets in a law that is long overdue to be restructured. This step to promote

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an accountability model which incorporates growth is a better focus of effort and resources for the State Department of Education. For that reason, it is proposed to hold the targets the same for one additional year.

**Current AMOs**

|               |  |  | 2008-09 | 2010-11 | 2012-13 | 2013-14 |
|---------------|--|--|---------|---------|---------|---------|
|               |  |  | 2009-10 | 2011-12 |         |         |
| Reading       |  |  | 85.6    | 90.4    | 95.2    | 100.0   |
| Mathematics   |  |  | 83.0    | 88.7    | 94.3    | 100.0   |
| Language Arts |  |  | 75.1    | 83.4    | 91.7    | 100.0   |

**Proposed AMOs**

|               |  |  | 2008-09   | 2011-12 | 2012-13 | 2013-14 |
|---------------|--|--|-----------|---------|---------|---------|
|               |  |  | 2009-10   |         |         |         |
|               |  |  | 2010-2011 |         |         |         |
| Reading       |  |  | 85.6      | 90.4    | 95.2    | 100.0   |
| Mathematics   |  |  | 83.0      | 88.7    | 94.3    | 100.0   |
| Language Arts |  |  | 75.1      | 83.4    | 91.7    | 100.0   |

**IMPACT**

There is no fiscal impact with the proposed changes to the Accountability Workbook. The impact of making the changes would be the assurance that Idaho's policies surrounding AYP designations and appeals are streamlined and consistent.

Due to the steep increase in targets, the impact of not maintaining the AMOs [proficiency targets] for one additional year will likely result in an increase in the number of schools failing to meet AYP.

Under the currently approved 2010-2011 AYP targets there will be approximately 70 schools entering the New School Restructuring process in "alert" (i.e., first year) status, that have never been in alert status before. Thus, if the lower 2009-2010 targets are maintained; those schools will not fall into alert status.

**ATTACHMENTS**

Attachment 1 – Consolidated State Application Accountability Workbook Page 5  
Attachment 2 – Appendix A Page 54

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**STAFF COMMENTS AND RECOMMENDATIONS**

The US Department of Education will need to approve any changes made to the 2010-2011 AYP targets in the Accountability Workbook before Idaho can implement the change. However, maintaining the 2009-2010 targets for the 2010-2011 school years is allowable under NCLB, as the law allows states to use the same targets for up to three years without penalty. August 1<sup>st</sup> is the deadline for when AYP Notification Letters, based on 2010-2011 performance need to go out to schools, as schools are required to notify parents prior to the start of the 2011-2012 school year.

Based on the preliminary AYP results, 56.3% of the schools and 67.6% of districts will not make the currently approved 2010-2011 AYP targets. That is 376 of 668 schools, and 100 of 148 School Districts. Department staff has estimated that schools not making AYP targets for this past year would be 38.3% if the 2009-2010 AYP targets are maintained.

Staff recommends approval of the Accountability Workbook changes as requested by the Department of Education.

**BOARD ACTION**

A motion to adopt the Idaho Consolidated State Application Accountability Workbook, as submitted.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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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 and Department of Education**  
**650 West State Street**  
**Boise, Idaho 83720-0037**  
**Approved in February 2011**

**STATE DEPARTMENT OF EDUCATION**  
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**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 |
|---|--|---|------|
| <b><u>Principle 1: All Schools</u></b>                  |  |   |      |
| 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> .  | 7    |
| F   | 1.5  | Accountability system includes <i>report cards</i> .  | 8    |
| F   | 1.6  | Accountability system includes <i>rewards and sanctions</i> .   | 13   |
| <b><u>Principle 2: All Students</u></b>                 |  |   |      |
| F   | 2.1  | The accountability system includes <i>all students</i> .  | 16   |
| F   | 2.2  | The accountability system has a consistent definition of full academic year.  | 18   |
| F   | 2.3  | The accountability system properly includes <i>mobile students</i> .  | 19   |
| <b><u>Principle 3: Method of AYP Determinations</u></b> |  |   |      |
| F   | 3.1  | Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .                        | 20   |
| F   | 3.2  | Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made Adequate Yearly Progress</i> . | 23   |
| F   | 3.2a   | Accountability system establishes a <i>starting point</i> .   | 25   |
| F   | 3.2b   | Accountability system establishes <i>statewide annual measurable objectives</i> .   | 27   |
| F   | 3.2c   | Accountability system establishes <i>intermediate goals</i> .   | 28   |
| <b><u>Principle 4: Annual Decisions</u></b>             |  |   |      |
| F   | 4.1  | The accountability system <i>determines annually the progress</i> of schools and districts.   | 29   |

**STATUS Legend**

**F** – Final state policy

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

**W** – Working to formulate policy

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| <b>Status</b> | <b>State Accountability System Element</b>   | <b>Page</b> |
|---------------|--|-------------|
|               | <b><u>Principle 5: Subgroup Accountability</u></b>   | <b>I.</b>   |
| F             | 5.1 The accountability system <i>includes all the required student subgroups.</i>  | 31          |
| F             | 5.2 The accountability system <i>holds schools and LEAs accountable for the progress of student subgroups.</i>   | 33          |
| F             | 5.3 The accountability system includes <i>students with disabilities.</i>  | 34          |
| F             | 5.4 The accountability system includes <i>limited English proficient students.</i>   | 35          |
| 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.   | 37          |
| 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. | 39          |
|               | <b><u>Principle 6: Based on Academic Assessments</u></b>   |             |
| f             | 6.1 Accountability Plan is based primarily on academic assessments.  | 40          |
|               | <b><u>Principle 7: Additional Indicators</u></b>   |             |
| F             | 7.1 Accountability system includes <i>graduation rate for high schools.</i>  | 42          |
| F             | 7.2 Accountability system includes an <i>additional academic indicator for elementary and middle schools.</i>  | 45          |
| F             | 7.3 Additional indicators are valid and reliable.  | 47          |
|               | <b><u>Principle 8: Separate Decisions for Reading and Mathematics</u></b>  |             |
| F             | 8.1 Accountability system holds students, schools and districts separately accountable for <i>reading and mathematics.</i>   | 48          |
|               | <b><u>Principle 9 Plan Validity and Reliability</u></b>  |             |
| F             | 9.1 Accountability system produces <i>reliable decisions.</i>  | 49          |
| F             | 9.2 Accountability system produces <i>valid decisions.</i>   | 50          |
| F             | 9.3 State has a plan for addressing changes in assessment and student population.  | 51          |
|               | <b><u>Principle 10: Participation Rate</u></b>   |             |
| F             | 10.1 Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.   | 52          |
| F             | 10.2 Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools.</i>   | 53          |
|               | <b><u>Appendix A : Adequate Yearly Progress Accountability Procedures</u></b>  | <b>54</b>   |



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**A.   LEGEND**

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|            |   |
|------------|---|
| 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  |

**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 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 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.

**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.

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.

A “new school” for purposes of accountability is a wholly new entity receiving AYP determinations for the first time, or a school with a significant student population change of 35% or more as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education.

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 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 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, and science in grades offered, 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

Board action, June 17, 2010

**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?**

(a) 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, mathematics, and science 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. Reading and mathematics tests are given in grades 3-8 and 10. Science is tested in grades 5, 7, and 10. The science test was piloted in 2005 and 2006; the test was delivered in 2007, and cut scores were set based on that administration. The science test is fully a part of the ISAT for 2007 going forward, but science scores are not a factor in AYP determinations.

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. Complete language of the performance level descriptors can be found at <http://www.sde.idaho.gov/site/assessment/ISAT/achievement.htm>.

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Approved by the State Board of Education May 30, 2007

|                       | Grade 3       | Grade 4       | Grade 5       | Grade 6       | Grade 7       | Grade 8       | Grade 9       | Grade 10      |
|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| <b>Reading</b>        |               |               |               |               |               |               |               |               |
| Advanced              | 208 and up    | 214 and up    | 219 and up    | 223 and up    | 227 and up    | 229 and up    | 232 and up    | 235 and up    |
| Proficient            | 192-207       | 198-213       | 204-218       | 208-222       | 212-226       | 214-228       | 217-231       | 220-234       |
| Basic                 | 187-191       | 193-197       | 197-203       | 201-207       | 204-211       | 207-213       | 209-216       | 211-219       |
| Below Basic           | 186 and below | 192 and below | 196 and below | 200 and below | 203 and below | 206 and below | 208 and below | 210 and below |
| <b>Math</b>           |               |               |               |               |               |               |               |               |
| Advanced              | 204 and up    | 216 and up    | 224 and up    | 231 and up    | 237 and up    | 243 and up    | 247 and up    | 251 and up    |
| Proficient            | 190-203       | 201-215       | 211-223       | 218-230       | 223-236       | 229-242       | 233-246       | 238-250       |
| Basic                 | 181-189       | 193-200       | 202-210       | 209-217       | 215-222       | 220-228       | 226-232       | 230-237       |
| Below Basic           | 180 and below | 192 and below | 201 and below | 208 and below | 214 and below | 219 and below | 225 and below | 229 and below |
|                       | Grade 3       | Grade 4       | Grade 5       | Grade 6       | Grade 7       | Grade 8       | Grade 9       | Grade 10      |
| <b>Language Usage</b> |               |               |               |               |               |               |               |               |
| Advanced              | 207 and up    | 216 and up    | 222 and up    | 227 and up    | 232 and up    | 236 and up    | 239 and up    | 242 and up    |
| Proficient            | 196-206       | 203-215       | 209-221       | 214-226       | 218-231       | 221-235       | 224-238       | 226-241       |
| Basic                 | 188-195       | 195-202       | 201-208       | 206-213       | 209-217       | 213-220       | 216-223       | 218-225       |
| Below Basic           | 187 and below | 194 and below | 200 and below | 205 and below | 208 and below | 212 and below | 215 and below | 217 and below |
| <b>Science</b>        |               |               |               |               |               |               |               |               |
| Advanced              |               |               | 216 and up    |               | 219 and up    |               |               | 230 and up    |
| Proficient            |               |               | 206-215       |               | 213-218       |               |               | 219-229       |
| Basic                 |               |               | 194-205       |               | 206-212       |               |               | 213-218       |
| Below Basic           |               |               | 193 and       |               | 205 and       |               |               | 212 and       |

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|  |  |  |       |  |       |  |  |       |
|--|--|--|-------|--|-------|--|--|-------|
|  |  |  | below |  | below |  |  | 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 May 2007  
IDAPA 08.02.03.111

Board action, December 10, 2009

**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                                  |
| Approximately one month from Assessment Administration  | Assessment vendor required to provide assessment results to the Board                                  |
| June (annually)   | Schools receive aggregate assessment results   |
| Late June-early July (annually)   | Schools are notified of preliminary AYP status   |
| 14 days prior to 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 ends<br>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 make the decision they will not be



challenging the determination, they then know what the final determination will be and can immediately prepare and issue 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 disseminate LEA - and school-level report cards.

The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.

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 10<sup>th</sup> grade. The 2008-09 Report Card includes 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  
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.

## **II. 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

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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

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.

### **III. 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;
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**

<https://www.sde.idaho.gov/reportcard/>

#### **State dissemination**

The ISDE produces its State School Report Card as an interactive web-based version, which is posted on the ISDE website. Results from the National Assessment of Educational Progress (NAEP) are reported to reflect results from Idaho participation in NAEP administrations.

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

#### **LEA dissemination**

The ISDE publishes web-based Report Cards for each LEA and every school.

**Evidence:** The Idaho State Report Card with accountability and assessment information for the state, its LEAs, and all schools is available at <https://www.sde.idaho.gov/reportcard/>.

Board action, December 10, 2009

**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)

All Idaho schools will follow the State Department of Education Procedures for School Improvement.

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**Chart 2: Idaho School and LEA Sanctions**

| Not Meeting AYP | 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"> <li>• Technical Assistance from LEA</li> <li>• Choice</li> <li>• Develop and Implement an Intervention School Improvement Plan</li> <li>• Supplemental Services for eligible students in reading and math if choice not available</li> </ul> | LEA Improvement <ul style="list-style-type: none"> <li>• Technical Assistance from SDE</li> <li>• Develop and implement an Intervention Improvement Plan</li> </ul> |
| Year 4          | School Improvement <ul style="list-style-type: none"> <li>• Technical Assistance from LEA</li> <li>• Choice</li> <li>• Supplemental Services</li> <li>• Implement Intervention School Improvement Plan</li> </ul>  | LEA Improvement <ul style="list-style-type: none"> <li>• Technical Assistance from SDE</li> <li>• Implement the Intervention Improvement Plan</li> </ul>            |
| Year 5          | Corrective Action <ul style="list-style-type: none"> <li>• Choice</li> <li>• Supplemental Services</li> <li>• Technical Assistance from LEA</li> <li>• Implement Corrective Action</li> </ul>  | <ul style="list-style-type: none"> <li>• Corrective Action</li> <li>• Technical Assistance from SDE</li> <li>• Implement Corrective Action</li> </ul>               |
| Year 6          | School Improvement <ul style="list-style-type: none"> <li>• Choice</li> <li>• Supplemental Services</li> <li>• Develop a Restructuring Plan</li> </ul>   | Corrective Action <ul style="list-style-type: none"> <li>• Technical Assistance from SDE</li> <li>• Implement Corrective Action</li> </ul>                          |
| Year 7          | School Improvement <ul style="list-style-type: none"> <li>• Choice</li> <li>• Supplemental Services</li> <li>• Implement Alternative Governance</li> </ul>   |   |

Title I schools and non- Title I schools are served under the Idaho State Department of Education Procedures for Schools in Improvement. (Appendix A) The plan requires a differentiated level of participation based on the year. The plan requires that schools offer tutoring services to student in underperforming subpopulations, school improvement planning and implementation, participation in SDE training and professional development and reporting.

Note: For non-Title 1 schools identified for School Improvement (year 3, 4, 5, 6 & 7), see page 11 of Appendix A for alternate options for offering Supplemental Services.

## **Rewards**

**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

Board action, revised January 2008

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 the current vendor, Data Recognition Corporation, 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.

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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. For testing purposes, those students who have been exited from a special education program will be coded SPEX1 and SPEX2 for first and second year of exited status. 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.
- 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. However, exited LEP students are not included in the LEP subgroup unless the number of LEP students in the subgroup already meets the minimum "n" size of 34. For testing purposes, exited LEP students will be coded LEPX1 and LEPX2 for first and second year of exited and monitored status. 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



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English Proficiency test in lieu of the reading/language usage ISAT but will still be required to take the math, and science in grades offered, 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. For testing purposes, first year LEP students will be coded as LEP1.

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

Board action, December 10, 2009

**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.

- a. For inclusion in AYP determination

A student is continuously enrolled if s/he has not transferred or dropped-out or been expelled from a public school. Students who are serving suspensions are still considered to be enrolled students. Expulsion policies in Idaho are used at the district level; students expelled at one school do not typically re-enroll at another school within the same district. 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, excluding the make up portion of the test window, will be included when determining if the state has achieved AYP.

**Evidence:**

IDAPA 08.02.03, Section 112.03

Board action December 10, 2009

**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.

b. 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 or been expelled from a public school. Students who are serving suspensions 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 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

Board action, December 10, 2009

**PRINCIPLE 3. State definition of Adequate Yearly Progress (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 AYP 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 2013-2014 school year. It also requires all students and each subgroup to be held accountable to meet all of the academic indicators used to

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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 2007-2008 disaggregation of high school graduation rate that will be available for use in safe harbor calculations.

High school students take the ISAT in grade 10. The online test is presented multiple times each year for the purpose of meeting the graduation requirements. If a student meets the proficiency requirement in an administration prior to the spring assessment, that student will be counted as meeting standard for purposes of calculating AYP. Idaho will include retesting 11<sup>th</sup> grade students in 2009 and 11<sup>th</sup> and 12<sup>th</sup> grade student retesters in 2010 for high school proficiency calculations for AYP.

Idaho's Technical Advisory Committee recommended a validation of the Achievement Standards and Proficiency Level Descriptors (PLDs) after the 2007 ISAT was operational in 2007. The PLDs were reviewed and revised by 25-30 teachers per content area in March 2007. Academic Achievement Standards were validated using the Modified Bookmarking method immediately following the first administration of the ISAT (May 2007) after changing vendors in 2006. Statewide teams of 25-30 teachers in each content area reviewed student achievement using ordered item booklets and PLDs.

Idaho PLDs define proficiency in terms of general understanding of grade level content and skills. Students at the Basic level are expected to demonstrate limited (partial) proficiency of grade level content and skills. The lower end scale scores for basic leave a wide range for the Below Basic category.

Applying a weighted average value to Basic scale scores will support the PLDs and give partial credit for student achievement. Idaho Standard Achievement Tests scale scores are set on a vertical scale of 0 – 300. Idaho chose to keep the same scale when the test was revised in 2007 to maintain continuity for schools and districts data files. Student achievement in every grade level ranges from 160-300, further compressing the spread of students' scale scores. This issue does not allow breaking Basic proficiency band without jeopardizing the validity when some bands are as narrow as five scale score points with a standard error of three.

Reviewing Idaho student data from 2008 administration and the range of scale scores for each proficiency band, we have adapted the weighted model to create an equitable and fair assignment of partial credit.

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Table I: Weighted Average in Proficiency Bands

| Proficiency Level                        |   | Index Points |
|--|---|--------------|
| Level 1: Below Basic                     | 1 | 0            |
| Level 2: Basic                           | 2 | 50           |
| Level 3: Proficient<br>Level 4: Advanced |   | 100          |

Table I.a: AYP Calculation Table by Weighted Average in Proficiency Bands

| <b>Idaho Adequate Yearly Progress - Status</b> |   |  | <b>District:</b>   |  |  |                          |   |
|--|---|--|--|--|--|--------------------------|---|
| <b>School Index Report</b>                     |   |  | <b>School:</b><br>ELEMENTARY   |  |  |                          |   |
|  |   |  | <b>School ID:</b>  |  |  |                          |   |
|  |   |  | <b>Grade:</b>  |  |  |                          |   |
| <b>Performance Index Points Earned</b>         |   |  |  |  |  |                          |   |
| <b>Group</b>                                   | <b>N - (Total Number of Students in this group)<br/>NOTE:<br/>AYP proficiency not determined with 33 or less students</b> | <b>Below Basic</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Advanced</b>  | <b>Calculation</b>       |   |
|  |   | <b>Level 1</b><br>Number of Students Scoring at Scaled Score Range 1 | <b>Level 2</b><br>Number of Students Scoring at Scaled Score Range 2 | <b>Level 3</b><br>Number of Students Scoring at Scaled Score Range 3 | <b>Level 4</b><br>Number of Students Scoring at Scaled Score Range 4 | Sum of totals Across row | <b>Group Performance Index Score</b>      |
|  |   | $n1 \times 0 +$  | $n2 \times 50 +$   | $n3 \times 100 +$  | $n4 \times 100 =$  | Sum                      | Divide Sum by N count<br>Rounded to Tenth |

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All subgroups will be held accountable for the academic indicators of reading and mathematics participation rate. Disaggregation of the graduation rate for 2006-2007 will be available for AYP determination in the 2007-2008 school year.

In the 2009 amendment to the Accountability Workbook, Idaho used spring 2007-2008 ISAT scores as the baseline for calculating the weighted average index model for AYP determinations. 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 2013-14 school year. Annual intermediate goals were established beginning in the 2008-09 school year with subsequent goals in 2010-11, 2012-13 and 2013-14 to assure increases in the percent of students proficient in reading and mathematics.

Table II: Percent "Proficient or Higher" Required to Meet AYP  
Idaho Partial Proficiency Weighted Model

|               | <b>2008-09<br/>2009-10<br/><u>2010-11</u></b> | <del>2010-11</del><br><b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> |
|---------------|---|--------------------------------------|----------------|----------------|
| Reading       | 85.6  | 90.4                                 | 95.2           | 100            |
| Mathematics   | 83.0  | 88.7                                 | 94.3           | 100            |
| Language Arts | 75.1  | 83.4                                 | 91.7           | 100            |

Table II displays the Annual Measurable Objectives that plot growth toward 100% by 2014. This table replaces the previous version that was based on a status model that did not award partial proficiency for students scoring in the Basic range on the Idaho Achievement Standards.

**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  
Board Information February 28, 2008  
Board action, December 10, 2009  
Board action, July 29, 2011

**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 language usage for elementary and middle schools beginning in the 2004-2005 school year. Use of the third indicator is described in Section 7.2. Disaggregation of the 2006-2007 graduation rate will be available for AYP determinations in 2007-2008. (See Chart 3.)

(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 3. 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.

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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 significantly reduced the use of data from groups less than 34 to apply Part 1 of safe harbor.

**Chart 3. “Safe Harbor” Provision for AYP Determination with Accountability**

**Subgroups and Indicators**

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

Board action, December 10, 2009

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

In 2009, Idaho amended the accountability workbook to implement an indexing model requiring recalculation of the starting point. Idaho used student scores from the Spring 2007-2008 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.

The vendor assigns proficiency levels based on achievement standards approved by the State Board (see section 1.3). The State Board contracts with the vendor to report proficiency levels on individual student, school, district, and state reports.

(1) 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 2008. The same process was used to calculate the starting point for mathematics. (In Steps 1 through 5, references are made to Chart 4, Example A, found on the following page.)



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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 4, Example A, the minimum starting point is 30 percent (the percent of proficient students at School X).

**Chart 4. 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:**

IDAPA 08.02.03, Section 112

Board action, August 15, 2003

Board action, May 30, 2007

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

Idaho reset starting points in 2009 based on 2007-2008 student achievement data. 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 2007-2008 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 2013-14 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 2013-14. (Refer to Section 3.1.)

Table II: Percent "Proficient or Higher" Required to Meet AYP  
Idaho Partial Proficiency Weighted Model

|               | <b>2008-09<br/>2009-10<br/><u>2010-11</u></b> | <del>2010-11</del><br><b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> |
|---------------|---|--------------------------------------|----------------|----------------|
| Reading       | 85.6  | 90.4                                 | 95.2           | 100            |
| Mathematics   | 83.0  | 88.7                                 | 94.3           | 100            |
| Language Arts | 75.1  | 83.4                                 | 91.7           | 100            |

**Evidence:**

Board action, August 15, 2003  
Board Information, February 21, 2008  
Board action, December 10, 2009  
Board action, July 29, 2011

**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 2013-14. See chart in Section 3.2b.

Idaho Peer Review for 2006 required significant changes in the ISAT. As such, revised proficiency level descriptors were developed in March 2007. Based on revised PLDs and Spring 07 student data, performance standards were reset in May 2007.

**Evidence:**

Board action, August 2006  
Board Information, 2006

**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 or been expelled from a public school. Students who are serving suspensions are still considered to be enrolled students. Expulsion policies in Idaho are used at the district level; students expelled at one school do not typically re-enroll at another school within the same district.

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- 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. Disaggregation of the 2006-2007 graduation rate will be available for AYP determinations in 2007-2008.

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).

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

An LEA or school is identified for improvement when it misses AYP for any group for two consecutive years, or misses the other academic indicator for two consecutive years. Idaho will move to a model where 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 when Idaho's technology allows more precise calculations.

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 the State Department of Education. All accountability decisions will be based on the information collected by the test vendor, 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
- Student Enrollment File (SEF)
- Tenth Month Enrollment Report (June)
- Total Year Student Registration Record
- Assessment Results by Student

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The State Department of Education receives student data from the vendor in an SQL table. Calculations for AYP are done using additional information listed above. The appeals site for AYP is maintained at ISDE and approval and denials are determined by the Office of the State Board.

**Evidence:**

Idaho State Code § 33-4502

IDAPA 08.02.03

Board action, August 15, 2003

Board action, December 10, 2009

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

**Chart 5. 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                                  |                            |                                |                    |             |   |

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|                              |  |  |  |  |  |
|------------------------------|--|--|--|--|--|
| 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 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 2013-14 school year. (See Section 3.1)

**Evidence:**

Idaho Report Card

<https://www.sde.idaho.gov/reportcard/>

IDAPA 08.02.03

Board information, February 2008

**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. These data are then provided to ISDE 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.

Idaho 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 is used for accountability at the school/LEA levels, but is not 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.

An LEA or school is identified for improvement when it misses AYP for any group for two consecutive years, or misses the other academic indicator for two consecutive years. Idaho will move to a model where 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 when Idaho's technology allows more precise calculations.

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

**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.

The Office of the State Board 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).

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.

**Evidence:**

IDAPA 08.02.03

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

**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.

Limited English Proficient (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. However, exited LEP students are only included in the LEP subgroup when the number of LEP students in the subgroup already meets the minimum "n" size of 34. For testing purposes, exited LEP students will be coded LEPX1 and LEPX2 for first and second year of exited and monitored status. 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, and science in grades offered, 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. For testing purposes, first year LEP students will be coded as LEP1.

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).

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  
Board action, December 10, 2009

**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. However, if the minimum "n" is not met, scores are rolled into the district level. 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.

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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. Idaho 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 |
|-----------------|-------------------|------------|------------------------|-------------------|
| $\leq 50$       | 66                | 29         | 27                     | 2                 |
| $\leq 40$       | 60                | 27         | 23                     | 2                 |
| $\leq 34$       | 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" less 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.

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

Board action, December 10, 2009

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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 consistent with requirements of the 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 or whenever the reported results would make it possible to determine the performance of individuals such as all students in the group falling into the same performance level. Asterisks will be used on the Idaho Report Card when data are 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

**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 2013-14 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:

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**Chart 6. Idaho's Accountability Assessments**

| GRADE | ISAT & IAA |             | *SCIENCE |
|-------|------------|-------------|----------|
|       | READING    | MATHEMATICS |          |
| K     |            |             |          |
| 1     |            |             |          |
| 2     |            |             |          |
| 3     | X          | X           |          |
| 4     | X          | X           |          |
| 5     | X          | X           | X        |
| 6     | X          | X           |          |
| 7     | X          | X           | X        |
| 8     | X          | X           |          |
| 9     |            |             |          |
| 10    | X          | X           | X        |
| 11    |            |             |          |
| 12    |            |             |          |

**\*SCIENCE WILL BE REPORTED ONLY AS REQUIRED FOR 2008.**

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 4. These calculations first identified the percent of students achieving AYP for 2003-04; determined AYP intermediate goals/annual objectives based on state performance through 2013–2014 and determined annual growth objectives based on school performance up to 2013–2014.

In addition to meeting the 95% assessment participation rate, the graduation rate will be used as the additional indicator for public high schools.

**Evidence:**

IDAPA 08.02.03

Board action, January 26, 2004

Board information, February 2008

**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?**

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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 12<sup>th</sup> grade dropouts, plus prior year 11<sup>th</sup> grade dropouts, plus two years prior 10<sup>th</sup> grade dropouts, plus three years prior 9<sup>th</sup> grade dropouts.

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

A = Current Year Graduates  
B = Current Year 12<sup>th</sup> Grade Dropouts  
C = Prior Year 11<sup>th</sup> Grade Dropouts  
D = Two Years Prior 10<sup>th</sup> Grade Dropouts  
E = Three Years Prior 9<sup>th</sup> 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.  
 $c_{st}^{long}$  = 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.

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$d_{s(t-1)}^{11}$  = 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 have made at least a 2% improvement toward the standard.

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

The High School ISAT is first administered at grade 10. Proficient student scores will be banked. Non-proficient students will be re-tested in grades 11 and 12. AYP calculation will be made at the 11<sup>th</sup> grade cohort in 2009 and 12<sup>th</sup> grade cohort in 2010. Proficiency on the High School ISAT is a requirement for high school graduation in Idaho.

Graduation rates will use a rolling average, averaged over a two or three year period to determine if the requirement has been met.

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 graduation rate standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

While the state has been able to calculate the graduation rate for the student population as a whole, in order to provide for disaggregation of data by subgroups Idaho implemented in the fall 2008 collection detailed data that will allow the calculation of subgroup graduation rates for “Safe Harbor” determinations for the 2007 graduating class, which will be reported in 2008 AYP determinations.

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

**Evidence:**

Board action October 2, 2003

IDAPA 08.02.03

Board Action June 17, 2010

**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 at or above the current AMO target (see Principle 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: ((Percent of advanced students in reading year 2 – percent of advanced students in

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- reading year 1) + (Percent of advanced students in math year 2 – percent of advanced students in math year 1)) / 2
- b) Formula for decrease of below basic percent: ((Percent of below basic students in reading year 1 – percent of below basic students in reading year 2) + (Percent of below basic students in math year 1 – 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 15<sup>th</sup> 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.

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. The language usage test is an academic test that is developed and maintained according to the same technical standards as the mathematics, reading, and science tests that are components of the ISAT.

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  
Board action, December 10, 2009

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



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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. This includes the monitoring of databases 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. The same flexibility is allowed for LEP students with an ELP plan.

In 2007 and 2008, Idaho contracted with outside vendors to conduct independent reliability and validity studies of ISAT reading, mathematics, language usage, and science 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 found each content area to be in satisfactory alignment with Idaho content standards. The alternate assessment has been redesigned as a portfolio assessment aligned with Idaho Standards, and all content areas will be assessed using the new system in 2009-2010. An independent review will be conducted to assure validity, reliability, and alignment.

**Evidence:**

Idaho State Department of Education website for Idaho Report Card

<https://www.sde.idaho.gov/reportcard/>

Idaho State Department of Education website for alignment studies

<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>

Board action, December 10, 2009

**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. For Idaho students with significant

cognitive impairment, the Idaho Alternate Assessment (IAA) is used to assess students for accountability. (See Chart 3 in Section 3.1) During the 2002–03 academic year, Idaho implemented the ISAT assessment program on a statewide basis.

**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.
- Third party independent alignment studies for Mathematics, Science and Reading were completed in May 2007 and for Language Usage in January 2008. Note: Language Usage was delayed until Idaho’s item bank was sufficient. All four alignment studies are available at <http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>.
- “Safe Harbor” provision and evidence that this rule increases reliability of decisions about schools.

Note: Validity, reliability and alignment studies for the IAA will be available in fall 2009. IAA is currently under revision.

**Evidence:**

Assessment Data analysis from ISAT

Technical Reports: ISAT

<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>.

Board action, December 10, 2009

## **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 all schools that 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 revised, 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

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

The current ISAT was first developed for the spring 2007 administration. The development of test forms for subsequent administrations will be carefully linked and equated to previous administrations meeting current Standards for Education and Psychological Testing, AERA. Current technical reports are available at the State Board website.

ISAT is delivered primarily on the computer. Idaho provides accommodated versions of the assessment including pencil/paper, large print, Braille and audio for students requiring these accommodations. Online administration of the test increases accuracy and reliability of test results. New assessments that are implemented as part of the Plan will employ similar computer technology to assure consistent accuracy and reliability.

Note: The IAA is currently under revision. Technical reports will be available in fall 2009.

**Evidence:**

IDAPA 08.02.03

Technical Reports: ISAT

<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>

Board action, December 10, 2009

**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

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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 students reported on the class roster files.**

**Invalid tests are included in the denominator, but not in the numerator.  
The state uses standard rounding rules in these calculations.**

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 recent two (2) year or the most recent (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

**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

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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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**APPENDIX A**

**Adequate Yearly Progress  
Accountability Procedures**

**for**

**Idaho Local Education Agencies & Schools**

**Approved by the State Board of Education June 2004**

**Revised June 2006**

**Revised January 2008**

**Revised January 2009**



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**INTRODUCTION**

State Board of Education administrative rules and federal law establish sanctions or consequences for schools and local education agencies (LEAs) that do not make Adequate Yearly Progress (AYP). Part I of this document details the sanctions and procedures for schools. Part II details the sanctions and procedures for LEAs.

**PART I: SCHOOL PROCEDURES**

Sanctions begin when a school fails to make AYP for two consecutive years. The sanctions become progressively more severe over the following five years if the school continues to fail to make AYP.

| Not Meeting AYP | 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"><li>• Technical Assistance from LEA</li><li>• Choice</li><li>• Develop and Implement an Intervention School Improvement Plan</li><li>• Supplemental Services for eligible students in reading and math if choice not available</li></ul> | LEA Improvement <ul style="list-style-type: none"><li>• Technical Assistance from SDE</li><li>• Develop and implement an Intervention Improvement Plan</li></ul> |
| Year 4          | School Improvement <ul style="list-style-type: none"><li>• Technical Assistance from LEA</li><li>• Choice</li><li>• Supplemental Services</li><li>• Implement Intervention School Improvement Plan</li></ul>  | LEA Improvement <ul style="list-style-type: none"><li>• Technical Assistance from SDE</li><li>• Implement the Intervention Improvement Plan</li></ul>            |
| Year 5          | Corrective Action <ul style="list-style-type: none"><li>• Choice</li><li>• Supplemental Services</li><li>• Technical Assistance from LEA</li><li>• Implement Corrective Action</li></ul>  | <ul style="list-style-type: none"><li>• Corrective Action</li><li>• Technical Assistance from SDE</li><li>• Implement Corrective Action</li></ul>                |
| Year 6          | School Improvement <ul style="list-style-type: none"><li>• Choice</li><li>• Supplemental Services</li><li>• Develop a Restructuring Plan</li></ul>  | Corrective Action <ul style="list-style-type: none"><li>• Technical Assistance from SDE</li><li>• Implement Corrective Action</li></ul>                          |
| Year 7          | School Improvement <ul style="list-style-type: none"><li>• Choice</li><li>• Supplemental Services</li><li>• Implement Alternative Governance</li></ul>  |  |

Note: For non-Title 1 schools identified for School Improvement (year 3, 4, 5, 6 & 7), see page 11 for alternate options for offering Supplemental Services.

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An LEA, also called a school district or LEA charter school, must follow specific procedures to implement these sanctions when one or more of its schools consistently fail to make AYP. Procedures for each sanction and state support are detailed in the following sections:

- Section I Technical Assistance
- Section II School Choice
- Section III School Improvement Plans
- Section IV Supplemental Services
- Section V Corrective Action
- Section VI Restructuring

**Section I. Technical Assistance**

Although technical assistance is listed with the consequences of not making AYP, it is not a sanction. Technical assistance is practical advice offered by an external source that addresses specific areas of improvement.

Federal law places the primary responsibility for providing technical assistance to schools with the LEA. The State Department of Education (SDE) also plays a significant role in the improvement process. Both federal law and State Board rule require the SDE to provide support to LEAs and schools (technical assistance, consultation, etc.) in the planning and implementation of school improvement.

Below are requirements identified in federal law for the LEA and the state with regard to providing technical assistance. Each sanction or consequence also identifies specific technical assistance procedures for the LEA.

**LEA**

The LEA is required to provide technical assistance to its schools that fail to make AYP and are identified for improvement. Although the LEA must ensure its schools receive technical assistance, federal law allows the LEA to use other agencies to provide the direct services. Other acceptable technical assistance providers may include:

- the State Department of Education,
- an institution of higher education,
- a private, not-for-profit or for-profit organization,
- an educational service agency, or
- another entity with experience in helping schools improve academic achievement.

Additional resources may be found on the State Department of Education's website at <http://www.sde.idaho.gov>.

## **State Support**

Federal law sets specific technical assistance responsibilities for the state. States are to do the following:

1. Reserve and allocate Title I Part A funds for school improvement activities.
2. Create and sustain a statewide system of support that provides technical assistance to schools and LEAs identified for improvement.

The central focus of the statewide system of support and improvement is utilizing external teams of skillful and experienced individuals and professionals to assist schools and LEAs. Federal law also details the roles and responsibilities of these groups as follows:

1. A team is a group of skillful and experienced individuals charged with providing struggling schools with practical, applicable and helpful assistance in order to increase the opportunity for all students to meet the state's academic content and student academic achievement standards.
2. Each team must be comprised of individuals who are knowledgeable about scientifically based research and practice and its potential for improving teaching and learning. In addition, team members should be familiar with a wide variety of school reform initiatives, such as school wide programs, comprehensive school reform, and other means of improving educational opportunities for low-achieving students.
3. Typically, teams will include some or all of the following:
  - a. Highly qualified or distinguished teachers, principals, and district level personnel;
  - b. Pupil services personnel;
  - c. Parents;
  - d. Representatives of institutions of higher education;
  - e. Representatives of educational laboratories or regional technical assistance centers;
  - f. Representatives of external consultant groups; or
  - g. Other individuals that the state, in consultation with the LEA, may deem appropriate.

An extensive knowledge base, wide-ranging experience, and credibility are essential qualifications for team members.

4. The team's responsibility is to assist the school in strengthening its instructional program to improve student achievement. Specifically, the team must do the following:
  - a. Review and analyze all facets of the school's operation, including the design and operation of the instructional program, using the findings from this review to help the

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school develop recommendations for improved student performance.

- b. Collaborate with school staff, LEA staff, and parents to design, implement and monitor an improvement, corrective action or restructuring plan that can be expected to help the school meet its improvement goals if implemented.
- c. Monitor the implementation of the intervention school improvement plan and request additional assistance from the LEA or the state as needed by the school or the team.
- d. Provide feedback at least twice a year to the LEA, and to the state when appropriate, about the effectiveness of the personnel assigned to the school.
- e. The overall charge of the team is to help the school create and implement a coherent, efficient and practical plan for improvement. Effective team members will possess the knowledge, skills, experience and interpersonal skills that will enable them to address problems.

The state also must draw on the expertise of other entities to provide assistance as needed, such as institutions of higher education, educational service agencies or other local consortia, or private providers of scientifically based technical assistance. To the extent practicable, the statewide support system must work with and receive assistance from the comprehensive regional technical assistance centers and regional educational laboratories funded under the Elementary and Secondary Education Act (ESEA), or other providers of technical assistance.

In addition the state must monitor the efforts of LEAs to assist their schools identified for improvement. Federal law directs the state to do the following:

- 1. Make technical assistance available to schools identified for school improvement, corrective action or restructuring.
- 2. If the state determines that a LEA failed to carry out its responsibilities, take such corrective actions as the state determines to be appropriate and in compliance with state law.
- 3. Ensure that academic assessment results under this part are provided to schools before any identification of a school may take place under this subsection.
- 4. For LEAs or schools identified for improvement under this subsection, notify the U.S. Secretary of Education of major factors that were brought to the attention of the state that have significantly affected student academic achievement.

## **Section II. School Choice**

Below are the School Choice procedures that must be followed by an LEA when one or more of its schools fail to make AYP for two or more years. Choice must be offered until the school meets AYP for two consecutive years or is restructured.

**The LEA must do the following:**

1. Create a choice policy or revise an existing choice or open enrollment policy (Idaho Code 33-1402) to include choices for students enrolled in schools identified for improvement. The policy should include:
  - a. Parental notification of choices as soon as possible after identification and no later than 14 days prior to the start of the school year;
  - b. Procedures for parents to sign up their child for transfer;
  - c. Transportation options;
  - d. Criteria to be used for priority rankings if needed;
  - e. Schools available for transfer; and
  - f. Agreements with other LEAs to accept transfer students.
2. For each of its schools not making AYP for two or more years, advise parents of the school's improvement status and offer choices as soon as possible after identification and no later than the first day of school. The notice should accomplish the following:
  - a. Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement.
  - b. Identify each public school, which may include charter schools, that the parent can select.
  - c. Include information on the academic achievement of the schools that the parent may select.
3. Report to the State Department of Education the number of students using the choice.

### **State Support**

The State Department of Education will provide technical assistance to the LEA upon request. Technical assistance may include providing sample letters to parents, sample policies and other services.

## **Section III. School Improvement Plan**

All Idaho LEAs and their schools have a strategic plan or a continuous school improvement plan. This sanction refers to a section of that plan that addresses the specific reading and math problems identified through AYP monitoring.

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**Procedures**

Below are the procedures that must be followed by a LEA when schools do not make AYP for two or more years.

**The LEA must do the following:**

1. Provide direct technical assistance or provide for other agencies to provide technical assistance to all its identified schools in creating a two-year school improvement plan. Technical assistance should include the following:
  - a. School improvement planning and implementation;
  - b. Data analysis;
  - c. Identification and implementation of effective, scientifically based instructional strategies;
  - d. Professional development; and
  - e. Budget analysis.
2. Ensure that each school identified for improvement completes, within 90 days of its identification, a two-year school improvement plan for LEA review. Improvement plans must:
  - a. Focus on reading and/or math deficiencies in participation or proficiency.
  - b. Identify scientifically based teaching strategies.
  - c. Outline professional development.
  - d. Include parental involvement.
  - e. Identify technical assistance needs.
  - f. Establish measurable goals.
  - g. Define implementation responsibilities for the school and the LEA.
3. Create a process for peer review of the plan.
4. Give final approval within 45 days of receiving the plan.
5. Work with the State Department of Education to identify a school team to assist schools identified for improvement.
6. Ensure that the plan is implemented as soon as possible after approval and no later than the beginning of the following school year.

**State Support**

The SDE will provide technical assistance to the LEA upon request. Technical assistance may include the following:

- 
1. Reviewing and analyzing all facets of the school's operation, including the design and
-

- operation of the instructional program;
2. Assisting with writing the plan;
  3. Reviewing the Mentoring Program;
  4. Identifying a team to advise the school;
  5. Offering regional workshops; and
  6. Providing feedback at least twice a year to the LEA.

### **Section IV. Supplemental Services**

Students from low-income families who are attending schools that have been identified as needing improvement may be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of state-approved providers. The LEA will purchase the services with funds identified for this use.

#### **Procedures**

Below are the supplemental services procedures that must be followed by a LEA when one or more of its schools fails to make AYP for three or more consecutive years. Supplemental services must be offered until the school meets AYP for two consecutive years or is restructured. Requirements of this program vary depending upon whether the school receives Title I funds.

#### **For Title I schools, the LEA must do the following:**

1. Notify parents about the availability of services, at least annually. The notice must:
  - a. Identify each approved service provider within the LEA and LEA charter school, in its general geographic location or accessible through technology such as distance learning.
  - b. Describe the services, qualifications and evidence of effectiveness for each provider.
  - c. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child.
  - d. Be easily understandable; in a uniform format, including alternate formats upon request; and, to the extent practicable, in a language the parents can understand.



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2. Help parents choose a provider, if requested.
3. Determine which students should receive services if not all students can be served based on eligibility criteria. If the LEA anticipates that it will not have sufficient funds to serve all students eligible to receive services, include in the notice information on how it will set priorities in order to determine which eligible students do receive services.
4. Protect the privacy of students who receive supplemental educational services.
5. Enter into an agreement with a provider selected by parents of an eligible student. The agreement must include the following:
  - a. Specific achievement goals for the student, which must be developed in consultation with the student's parents;
  - b. A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress;
  - c. A timetable for improving the student's achievement;
  - d. A provision for termination of the agreement if the provider fails to meet student progress goals and timetables;
  - e. Provisions governing payment for the services, which may include provisions addressing missed sessions;
  - f. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents; and
  - g. An assurance that supplemental educational services will be provided consistent with applicable health, safety and civil rights laws.
6. Assist the state in identifying potential providers within the LEA and LEA charter school.
7. Report to the State Department of Education the number of students using the supplemental services option.
8. Provide the information the state needs to monitor the quality and effectiveness of the services offered by providers.

**For non-Title I schools, the LEA must do the following:**

1. Follow the same procedures outlined in the previous section for Title I schools using state approved supplemental service providers; **OR**
  2. Meet the intent of the State Board of Education rule by offering eligible students access to:
    - a. Computerized remediation programs such as Idaho Plato Learning Network (I-PLN);
    - b. Remedial classes through the Idaho Digital Learning Academy;
    - c. After-school academic programs; or
-

- d. Other district-sponsored remedial or tutoring services.

Districts using option #2 must notify parents of the choices available to students in non-Title I schools. The notification should:

- a. Describe the services available to eligible students;
- b. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child;
- c. Be easily understandable; in a uniform format, including alternate formats, upon request; and, to the extent practicable, in a language the parents can understand; and
- d. If the LEA anticipates that it will not have sufficient funds to serve all students eligible to receive services, include in the notice information on how it will set priorities in order to determine which eligible students do receive services.

3. Report to the State Department of Education the number of students using the supplemental services option.

4. Provide the information the state needs to monitor the quality and effectiveness of the services offered by providers.

### **State Support**

The state has a number of responsibilities in ensuring that eligible students receive additional academic assistance. The State Department of Education will do the following:

1. Consult with parents, teachers, LEAs and LEA charter schools, and interested members of the public to identify supplemental educational service providers so that parents have choices.
2. Provide and disseminate broadly, through an annual notice to potential providers, the process for obtaining approval to be a provider of supplemental educational services.
3. Develop and apply objective criteria for approving potential providers.
4. Maintain an updated list of approved providers.
5. Give school districts a list of available approved providers in their general geographic locations.

### **Section V. Corrective Action**

This stage requires an LEA to ensure that each school identified for corrective action makes substantive change. This is a process of immediate planning and implementation. If the school continues to fail to meet AYP, the school also must begin planning to restructure.

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**Procedures**

Below are the Corrective Action procedures that must be followed by the LEA when one or more of its schools fails to make AYP for four and five consecutive years. Schools may choose to submit restructuring plans for approval prior to Year 5.

**The LEA must do the following:**

1. Ensure that each school identified for corrective action continues to offer choice and supplemental services.
2. Continue to provide technical assistance to schools identified for corrective action.
3. Enroll schools in the state sponsored technical assistance program **and/or** take **one** of the following actions as soon as possible, no later than the beginning of the following school year:
  - a. Provide for all relevant staff appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
  - b. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.
  - c. Extend the length of the school year or school day in a substantive amount to improve instruction and increase student learning.
  - d. Replace the school staff who are deemed relevant to the school not making AYP.
  - e. Significantly decrease management authority at the school.
  - f. Restructure the internal organization of the school.
  - g. Appoint one or more external experts to advise the school
    - (1) how to revise and strengthen the improvement plan it created while in school improvement status, and
    - (2) how to address the specific issues underlying the school's continued inability to make AYP.
4. In the fifth year of failing to make AYP, plan for restructuring if the school does not met AYP by the end of the year.
5. In the fifth year of failing to make AYP, provide teachers and parents with notification, opportunity to comment and participation in the development of the school's restructuring plan.

**State Support**

The State Department of Education will continue to provide technical assistance and monitor the identified corrective actions.

## **Section VI. Restructuring**

This is the last of the sanctions identified for a school and results in a change in governance and operation of the school. Restructuring is a two-year process directed by the LEA. When complete, the restructured school no longer is required to offer choice or supplemental services and is considered in its first year of AYP monitoring.

### **Procedures**

Below are the restructuring procedures that must be followed prior to the beginning of the school year by a LEA when one or more of its schools does not make AYP for four and five years.

1. Continue to plan for restructuring if the school does not meet AYP by the end of the year.
2. Continue to provide teachers and parents with notification, opportunity to comment, and participation in the development of the school's restructuring plan.
3. Prepare a restructuring plan to implement at least one of the following actions:
  - a. Replace all or most of the school staff.
  - b. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to aid in the operation of the school as a public school.
  - c. Turn the operation of the school over to the state education agency.
  - d. Re-open the school as a public charter school.
  - e. Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the Idaho State Department of Education's Restructuring Rubric for Idaho Local Education Agencies and Schools.
4. State Department of Education reviews and makes recommendations to the State Board of Education.
5. State Board of Education will determine if the school remains in restructuring or begins as a new school.
6. Begin implementing the restructuring plan no later than the first day of the upcoming school year.

### **State Support**

The State Department of Education will continue to provide technical assistance in addition to coordinating efforts with the LEA and its team to implement the restructuring plan.

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**PART II: LOCAL EDUCATION AGENCY PROCEDURES**

State Board of Education rules and federal law establish sanctions or consequences for LEAs that do not make AYP. Sanctions begin when a LEA fails to make AYP for two consecutive years. The sanctions become progressively more severe over the following five years if the LEA continues to fail to make AYP.

| Not Meeting AYP | 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"><li>• Technical Assistance from LEA</li><li>• Choice</li><li>• Develop and Implement an Intervention School Improvement Plan</li><li>• Supplemental Services for eligible students in reading and math if choice not available</li></ul> | LEA Improvement <ul style="list-style-type: none"><li>• Technical Assistance from SDE</li><li>• Develop and implement an Intervention Improvement Plan</li></ul> |
| Year 4          | School Improvement <ul style="list-style-type: none"><li>• Technical Assistance from LEA</li><li>• Choice</li><li>• Supplemental Services</li><li>• Implement Intervention School Improvement Plan</li></ul>  | LEA Improvement <ul style="list-style-type: none"><li>• Technical Assistance from SDE</li><li>• Implement the Intervention Improvement Plan</li></ul>            |
| Year 5          | Corrective Action <ul style="list-style-type: none"><li>• Choice</li><li>• Supplemental Services</li><li>• Technical Assistance from LEA</li><li>• Implement Corrective Action</li></ul>  | <ul style="list-style-type: none"><li>• Corrective Action</li><li>• Technical Assistance from SDE</li><li>• Implement Corrective Action</li></ul>                |
| Year 6          | School Improvement <ul style="list-style-type: none"><li>• Choice</li><li>• Supplemental Services</li><li>• Develop a Restructuring Plan</li></ul>  | Corrective Action <ul style="list-style-type: none"><li>• Technical Assistance from SDE</li><li>• Implement Corrective Action</li></ul>                          |
| Year 7          | School Improvement <ul style="list-style-type: none"><li>• Choice</li><li>• Supplemental Services</li><li>• Implement Alternative Governance</li></ul>  |  |

Note: For non-Title 1 schools identified for School Improvement (year 3, 4, 5, 6 & 7), see page 11 for alternate options for offering Supplemental Services.

An LEA, also called a school district or LEA charter school, must follow specific procedures to implement these sanctions when the LEA has failed to make AYP for two or more consecutive years. Procedures for each sanction and state support are detailed in the following sections:

- Section I Technical Assistance
- Section II LEA Improvement Plan
- Section III LEA Corrective Action Plan

## **Section I. Technical Assistance**

Although technical assistance is listed with the consequences of not making AYP, it is not a sanction. Technical assistance is practical advice offered by an external source that addresses specific areas of improvement. The purposes of state technical assistance are to help the LEA:

1. Develop and implement its required plan; and
2. Work more effectively with its schools identified for improvement.

## **Section II. Local Education Agency Improvement Plan**

All Idaho LEAs have a strategic plan for their programs and schools. This sanction refers to an addition to the plan that addresses the specific problems identified through AYP monitoring.

### **Procedures**

Below are the procedures that must be followed by the LEA when it does not make AYP for two or more years. LEAs may choose to submit corrective action plans for approval prior to Year 5.

### **The LEA must do the following:**

1. Develop or revise an improvement plan, no later than three months after the identification. In developing or revising this plan, the LEA must consult with parents, school staff, and others. The plan must:
  - a. Address the fundamental teaching and learning needs of schools in the LEA, especially the academic problems of low-achieving students.
  - b. Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the state's definition of AYP.
  - c. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.
  - d. Include, as appropriate, student learning activities before school, after school, during the summer and during any extension of the school year.
  - e. Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction in the areas identified as needs improvement.
  - f. Include strategies to promote effective parental involvement in the schools served by the LEA.
2. Implement its improvement plan, whether new or revised, no later than the beginning of the subsequent school year.

## **State Support**

When a LEA is identified for improvement, federal law also requires the state to take specific actions. The state must do the following:

1. Promptly notify the parents of each student enrolled in the schools served by that LEA. In the notification, the state must explain the reasons for the identification and how parents can participate in improving the LEA.
2. Promptly notify parents of its action in clear and non-technical language, providing information in a uniform format and in alternative formats upon request. When practicable, the state must convey this information to limited English proficient parents in written translations that they can understand. If that is not practicable, the information must be provided in oral translations for these parents.
3. Broadly disseminate findings.

## **Section III. Corrective Action**

Corrective action is the collective name given to steps taken by the state that substantially and directly respond to serious instructional, managerial and organizational problems in the LEA that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.

The state may choose to delay LEA identification for corrective action if the LEA makes AYP for one year. Otherwise, only extreme circumstances justify a delay, such as a natural disaster, precipitous and unforeseen decline in the financial resources of the LEA or other exceptional or uncontrollable circumstances. In any case, if the state chooses to delay identification, it may do so for only one year and in subsequent years must apply appropriate sanctions as if the delay never occurred.

## **Procedures**

Federal law requires the state to take specific steps when a LEA does not make AYP for three or more years.

**The state must do the following:**

1. Continue to ensure that the LEA is provided with technical assistance.
2. Provide the LEA with a public hearing no later than 45 days after the state decision.
3. Take at least **one** of the following corrective actions, as consistent with state law:
  - a. Defer programmatic funds or reduce administrative funds.

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- b. Institute and fully implement a new curriculum based on state and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff.
- c. Replace LEA personnel who are relevant to the inability of the LEA to make adequate progress.
- d. Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision.
- e. Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board.
- f. Abolish or restructure the LEA.

In conjunction with at least one of the actions on this list, the state may also authorize parents to transfer their child from a school operated by the LEA to a higher-performing public school operated by another LEA that is not identified for improvement or corrective action. If it offers this option, the state must also provide transportation or provide for the cost of transportation to the other school in another LEA.



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