

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	TEMPORARY/PROPOSED RULE – IDAPA 08.02.01.250 – FRACTIONAL ADA	Motion to Approve
3	PROPOSED RULE – IDAPA 08.02.02.016 – MATHEMATICS IN-SERVICE PROGRAM WAIVER	Motion to Approve
4	TEMPORARY/PROPOSED RULE – IDAPA 08.02.03.105, ONLINE LEARNING REQUIREMENT FOR HIGH SCHOOL GRADUATION	Motion to Approve
5	TEMPORARY/PROPOSED RULE – IDAPA 08.02.03.128, ONLINE COURSE PROVIDER REVIEW AND APPROVAL PROCESS OF FEE STRUCTURE FOR ONLINE AND TEXTBOOK APPROVAL PROCESS	Motion to Approve
6	PROPOSED RULE - IDAPA 08.02.03.160 – SAFE ENVIRONMENT AND DISCIPLINE	Motion to Approve
7	ESEA WAIVER, COLLEGE ENTRANCE AND PLACEMENT EXAM BENCHMARKS	Motion to Approve
8	EXCISION – ANNEXATION LAKELAND SCHOOL DISTRICT TO COEUR D' ALENE SCHOOL DISTRICT	Motion to Approve
9	NORTHWEST NAZARENE UNIVERSITY: PROPOSED ONLINE TEACHING ENDORSEMENT PROGRAM	Motion to Approve

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STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on the State Department of Education.

BOARD ACTION

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

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

**THIRTY DISTRICTS, TWO CHARTER SCHOOLS
TO PARTICIPATE IN FIRST DEPLOYMENT OF LAPTOP DEVICES**

BOISE – Thirty school districts and two charter schools across Idaho will be the first to achieve 1:1 ratios of laptop devices to students and teachers in the next two years, Superintendent of Public Instruction Tom Luna announced today.

The 1:1 initiative is a part of the bold Students Come First laws, which are comprehensively changing Idaho's education system to ensure every student graduates from high school prepared to go on to postsecondary education or the workforce without the need for remediation.

This first phase of deploying devices will reach large school districts in Boise, Meridian and Idaho Falls as well as small, rural districts in Culdesac, Notus and Oneida.

"This is an exciting day for schools all across Idaho," Superintendent Luna said. "Reaching a one-to-one ratio of students and teachers to laptop devices in every public high school is just one part of the Students Come First laws. Idaho schools now join thousands of schools across the United States in creating 21st century classrooms where learning opportunities are limitless and will provide equal access to the best educational opportunities for every student – no matter where they live."

Students Come First puts the programs and policies in place necessary to create the 21st century classroom in every Idaho classroom, to provide equal access to the best opportunities for every Idaho student no matter where they live, and to recruit and retain highly effective teachers in the profession.

Some of these programs include achieving a 1:1 ratio of students and teachers to laptop devices in every high school, improving teacher pay with \$40 million in new funding for pay-for-performance, supporting classroom teachers with \$4 million a year in ongoing funding for professional development, and paying for high school students to take up to 36 dual credits before graduation.

Idaho will begin phasing in the 1:1 initiative for public high schools in Fall 2012 by deploying devices to high school teachers and principals first. They will receive devices along with a year of intensive professional development. The devices will then be deployed to students over the following three years. In Fall 2013, the state will deploy devices to the first round of high schools representing one-third of high school students. The state will continue to deploy devices to high schools over the next two years until a 1:1 ratio is reached in all grades 9-12. All high schools will eventually reach a 1:1 ratio.

"We are ecstatic to be part of the first third in the 1:1 deployment of technology in Idaho's high schools," said Alan Dunn, Superintendent of the Sugar-Salem School District in eastern Idaho. "We are grateful for the forward thinking of Superintendent Luna and the Idaho State Legislature in helping to provide funding for this initiative. The 1:1 deployment will support the

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

activities already in progress in our school district. We firmly believe that this program will have a positive impact on the instruction by our teachers and increase student learning."

Cindy Orr, Superintendent and Elementary Principal of the Highland Joint School District, in north central Idaho, said: *"A year ago, Highland School District was a small, rural school with basic technology tools. Within one year, through Students Come First and the different technology grants, we have been able to bring Highland into the 21st century and provide our students the tools they need to meet their educational goals. Being chosen to be one of the schools in the first third of the 1:1 deployment continues that effort to provide our students similar opportunities provided in larger school districts."*

Linda Clark, Superintendent of Joint School District No. 2 (Meridian), said: *"Joint School District No. 2 is thrilled to be selected to receive the 1:1 student laptops as part of the Phase I roll-out. This will enable us to more aggressively move toward the creation of 21st Century classrooms by putting powerful learning tools into the hands of our teachers and students. Further, these tools will expand student access to the courses offered through the district's Virtual Schoolhouse."*

Because more than 170 high schools representing 84 percent of Idaho's high school students wanted to participate in the first round of deployment, the state developed a competitive application process to determine the schools and districts that were most ready to benefit. A committee made up of educators in Idaho and staff at the State Department of Education conducted a "blind" review of the applications throughout May where the reviewers did not know which schools or districts they were rating. The selections were determined by point rankings on the application by region to ensure school districts in every region of the state would participate in the first deployment.

The 32 school districts and public charter schools selected for the first third will choose which of their high schools will participate, if they have more than one.

Here is the full list of the districts and charter schools selected for the first deployment of 1:1 devices to students, beginning in Fall 2013:

Region 1

- Coeur d'Alene School District
- Coeur d'Alene Charter Academy
- Lakeland School District

Region 2

- Cottonwood School District
- Culdesac School District
- Genesee School District
- Highland School District
- Idaho Distance Education Academy
- Lewiston School District

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Region 3

- Boise School District
- Emmett School District
- Homedale School District
- Kuna School District
- Melba School District
- Meridian School District
- Middleton School District
- Notus School District
- Vallivue School District

Region 4

- Cassia School District
- Kimberly School District
- Minidoka School District

Region 5

- Bear Lake School District
- Grace School District
- North Gem School District
- Oneida School District
- Pocatello School District
- Soda Springs School District
- West Side School District

Region 6

- Bonneville School District
- Fremont School District
- Idaho Falls School District
- Sugar-Salem School District

Here is more reaction from local school districts and public charter schools that were selected to participate in the first deployment of 1:1 laptop devices for students:

George Boland, Superintendent of Idaho Falls School District 91, said: *"We are very excited to be included in the state's initial rollout of the 1:1 initiative. We believe it will enhance our district's efforts to transform education by creating schools with a culture that empowers, instruction that engages and technology that enables. Launching our Compass Academy through the New Tech Network this fall will give us a year of experience in a 1:1 environment, and that will be a tremendous benefit as we work to implement this initiative in high schools across the district."*

Chuck Shackett, Superintendent of the Bonneville School District 93, said: *"We are absolutely thrilled. This award allows Bonneville School District to take the next step in keeping students excited and engaged in 21st Century Learning. It will help us accomplish our goal for every student in 1st-12th grades to have a mobile computing device by 2013!"*

Mary Vagner, Superintendent of the Pocatello/Chubbuck School District, said: *"We are grateful to have Pocatello High School students selected for the first round of distribution of one-on-one devices. We are eager to begin teacher training and planning for the online course requirements. We hope the rest of our high school students will get their devices in year two. We are eager to ensure consistency in teacher training and student use."*

Jamie Holyoak, Superintendent of Grace and North Gem School Districts, said: *"Our students are interacting with electronic media every day; it is their preferred learning modality. The opportunity to be in the first one-third of districts to receive mobile devices in Idaho gives us the chance to deliver our curriculum to students in a way that they find intriguing and exciting. The*

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

potential for increased student engagement and the vast resources available through this initiative will be a great benefit to our students and staff."

Barbara Taylor, Superintendent of the West Side School District, said: *"We are pleased that West Side was selected to be in the first phase of this technology project. Our teachers are motivated to use the technology to enhance their students' education. Our faculty feels that we can expedite the learning process and prepare our students for the 21st century world, and this grant will provide us that opportunity. Our students are ready to engage with technology, and we are excited for this opportunity. We thank those who reviewed our application and are grateful that our students and staff can be in the first phase."*

Scott Rogers, Superintendent of the Minidoka County School District, said: *"We are very honored and excited to be on the forefront in implementing advanced classroom technology via the first third deployment of 1:1 devices in Idaho. This is an unprecedented opportunity for us to be a leader in engaging 21st Century learners with 21st Century tools. We can now provide our students with equal access to the best educational opportunities that any other district in the state - or the country - can provide."*

Kathleen Noh, Superintendent of the Kimberly School District, said: *"Kimberly School District is pleased to be among the first third of high schools to receive the one-to-one devices for our students. We are anxious for the opportunity to leverage our experience with mobile devices to help develop the 21st century classroom, a vision that blends the efficiency of technology with the proven value of project-based learning."*

Gaylen Smyer, Superintendent of the Cassia School District, said: *"Providing high school teachers and students with mobile computing devices and greater access to electronic media presents an unprecedented opportunity for schools to fundamentally change and expand student learning. Elementary teachers currently focus considerable attention helping students with learning to read. The upper classes will increasingly be less restricted by the limitations of printed materials, many of which are outdated, as teachers assist students in developing the essential skill in reading to learn."*

Andy Grover, Superintendent of the Melba School District, said: *"The Melba School District is excited about the opportunity to have each of our students in the high school receive a computing device. This opportunity will allow us, as a small, rural school district, to open up a new world of learning and equal access to the best educational opportunities that other schools in our region have had for years. This will allow our students equal access and help put us all on the same educational track with the ability to take classes from other schools, universities, and even other states."*

Rich Bauscher, Superintendent of the Middleton School District, said: *"For the last several years, we have taken the steps to bring 21st Century technological innovation to our classrooms across the entire district. Our new High School (opened in the Fall of 2011) has taken that 21st Century technology innovation to a new level. We are embracing the challenges, but more importantly, looking forward to the gains our students will achieve using these 1:1 mobile devices."*

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

Wendy Moore, Superintendent of the Genesee School District, said: *“The Genesee School district is excited to be one of the first districts to receive the 1:1 laptop devices. We believe this initiative will help bring greater educational opportunities for our students and help raise academic achievement. We are very grateful for this opportunity to invest in our future....our students.”*

Joy Rapp, Superintendent of the Lewiston School District, said: *“I want to thank our teachers and staff who worked tirelessly on this application. It is because of them that we are now a leader in the State of Idaho in implementing classroom technology and raising student achievement. They put students first every day, and it shows! We know that the real work has just begun, but we are very excited to be selected for the first-third deployment of 1:1 laptop devices.”*

Hazel Bauman, Superintendent of the Coeur d’Alene School District, said: *“We are thrilled by the selection of Coeur d’Alene High School as it takes its place in the first third of students in the state of Idaho to receive the mobile computing devices. Our district is eager to get technology into the hands of our students, and we look forward to tracking the achievements of our students as they utilize these devices in the classroom and beyond.”*

Dan Nicklay, Principal of Coeur d’Alene Charter Academy, said: *“We are very grateful and excited to be included in the first third of the deployment of these devices. Our teachers are eager to implement these new tools in their instruction to improve the educational experience for our students. Thanks to the State Department of Education for making this possible!”*

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

SUBJECT

Temporary Proposed Rule IDAPA 08.02.01.250, Rules Governing Uniformity, Fractional ADA calculations and payments, and division of ADA for Dual Enrolled Students.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code IDAPA 08.02.01.250
Section 33-1002A, Idaho Code

BACKGROUND/DISCUSSION

Changes to IDAPA 08.02.01.250 are being proposed consistent with Senate Bill 1184. Senate Bill 1184, passed during the 2011 legislative session, and now enacted as Section 33-1002A, Idaho Code, provides that average daily attendance funding be counted and divided based on the “time” spent in multiple school district or public charter school programs, or online courses in which the content provider is not the student’s home school district or public charter school. Since the law does not specify how “time” is to be counted, IDAPA rules must be revised to provide specificity. The 2011 Public School Technology Task Force examined this issue in detail and recommended that credits be used as the basis of dividing “time” spent in various programs or online courses. Of the various methodologies considered by the task force, a credit-based methodology was the only one that offered both uniformity of basis and simplicity of implementation.

This rule also includes language allowing the State Department of Education to determine what constitutes an overload class, within the language of the law, and prescribe consistent schedules to govern the timing of fractional average daily attendance (ADA) payments from students’ home school districts and public charter schools to other multiple enrollments and non-government online course providers.

There is also new language allowing school districts and/or public charter schools to share ADA in the case of dual enrolled students. This language is temporary, applying only to the 2012-2013 school year. This will allow school districts and public charter schools to be funded according to these mutual agreements while a more permanent, systemic approach is developed to address these situations beginning in the 2013-2014 school year.

IMPACT

This rule will allow for the proper implementation of Fractional ADA, including specifying the basis for fractional ADA calculations, the timing of payments from students’ home school districts and public charter schools to course providers and the determination of what constitutes an overload course. The rule also allows school districts and public charter schools serving dual-enrolled students to receive funding according to an agreed upon plan for sharing student ADA for the 2012-2013 school year.

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

ATTACHMENTS

Attachment 1 IDAPA 08.02.01.250

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

During the 2012 Legislative session additional questions arose regarding the calculation of fractional average daily attendance as it relates to student who may be dually enrolled students. The Idaho Association of School Administrators is currently looking into proposing an amendment to this same section of rule and may bring additional amendments forward at the August Board meeting.

BOARD ACTION

I move to approve the temporary and proposed changes to IDAPA 08.02.01.250, Rules Governing Uniformity, Fractional ADA Calculations and Payments as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

IDAPA 08.02.01250.PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME

(Sections 33-512 and 33-1002A, Idaho Code)

(4-1-97) (06-20-12)

01. Required Instructional Time. Excluding transportation to and from school, lunch periods, passing times, and recess, schools must schedule at least the following instructional times: kindergarten, four hundred fifty (450) hours per year; grades one through three (1-3), eight hundred ten (810) hours per year; grades four through eight (4-8), nine hundred (900) hours per year; and grades nine through twelve (9-12), nine hundred ninety (990) hours per year. (4-1-97)

02. Required Attendance. All pupils will complete four (4) years of satisfactory attendance in grades nine through twelve (9-12) to graduate from an accredited high school, except those who are approved for early graduation. (4-1-97)

03. Day in Session When Counting Pupils in Attendance. (4-1-97)

a. A school day for grades one through twelve (1-12) may be counted as a “day in session” when the school is open and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. (4-1-97)

b. Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours of instruction or the teachers are involved in staff development activities for not less than two and one-half (2 1/2) hours. (4-1-97)

c. Teacher Inservice Activities. For grades one through twelve (1-12), not more than twenty-two (22) hours may be utilized for teacher inservice activities, based on the district approved calendar. In the event a school district chooses to utilize full days instead of half-days, the attendance reported for these full days will be the average of the attendance for the other days of that same week. (4-1-97)

04. Day of Attendance - Kindergarten. A day of attendance for a kindergarten pupil is one in which a pupil is physically present for a period of two and one-half (2 1/2) hours under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Attendance reports for any day in the school year will reflect only those students physically present. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. (Section 33-1001(5), Idaho Code.) (4-1-97)

05. Day of Attendance (ADA) - Grades One Through Twelve (1-12). A day of attendance is one in which a pupil is physically present for the full day under the guidance and direction of a teacher or other authorized school district personnel while school is in session or is a homebound student under the instruction of a teacher employed by the district in which the pupil resides, with the exception as stated in “day in session” above. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in full or half-days. Attendance reports for any day in the school year will reflect only those students physically present or under homebound instruction. (Section 33-1001(4), Idaho Code) (4-1-97)

06. Average Daily Attendance. In a given school year, the average daily attendance for a given school is the aggregate days attendance divided by the number of days school was actually in session. (Section 33-1001(2), Idaho Code) (4-1-97)

07. Average Daily Attendance Sharing Agreements. For the 2012-2013 school year only, school districts and/or public charter schools may enter into written agreements to share the average daily attendance (ADA) of dual enrolled students, provided that the percentage shares negotiated are proportional to the number of credits in which

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

students are enrolled in each school district and/or public charter school, and the total equals no more than one (1.00) ADA per student. A copy of each written agreement shall be provided to the State Department of Education as a condition of receiving ADA funding for such students. (06-20-12)

08. Fractional Average Daily Attendance. The basis of Fractional Average Daily Attendance calculations for period-based courses in grades 6-12 shall be credits, as such term is defined in 08.02.03.105.01. Two-thirds of the calculated average daily attendance owed by school districts and public charter schools shall be paid based on the number of eligible students enrolled, and one-third based on the number of students successfully completing courses. The timing of such payments shall be based on a schedule of payments prescribed by the State Department of Education. The State Department of Education shall determine what constitutes an overload course in which school districts and public charter schools are not liable for Fractional Average Daily Attendance payments, pursuant to Section 33-1002A, Idaho Code. (Section 33-1002A, Idaho Code) (06-20-12)

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

SUBJECT

Proposed Rule IDAPA 08.02.02.016-Mathematics In-Service Program Waiver

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1204, Idaho Code, Idaho Administration Code - IDAPA 08.02.02.016

BACKGROUND/DISCUSSION

As part of the Idaho Math Initiative, teachers and administrators must take the Mathematical Thinking for Instruction class (MTI).

IMPACT

The proposed rule ensures that state resource sin providing the MTI course are focused on current teachers. Therefore, the proposed rule would offer a waiver to those educators who are not currently employed or live outside of the state of Idaho from taking the MTI course. The rule also offers a standard three year interim certificate for those educators who move to the state and haven't taken the MTI course to be certified while they take the course.

ATTACHMENTS

Attachment 1 – Amended IDAPA 08.02.02.016

Page 3

BOARD ACTION

I move to approve the proposed rule changes to IDAPA 08.02.02.016 Rules Governing Uniformity, providing waivers from the State of Idaho Math In-service Requirement as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.03 – RULES GOVERNING UNIFORMITY

016. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code) (3-16-04)

01. Renewal Requirement - Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (4-7-11)

- a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)
- b. Each teacher holding a Standard Elementary Certificate (K-8); (3-29-10)
- c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; (3-29-10)
- d. Each teacher holding a Standard Exceptional Child Certificate (K-12); and (3-29-10)
- e. Each school administrator holding an Administrator Certificate (Pre K-12), including all school district and public charter school administrators (3-29-10)

02. Out-of-State Applicants.

a. Out-of-state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The

“Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three (3)-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. (- -)

03. Waiver of Mathematics In-Service program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual who lives outside of the state of Idaho or who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period.

(- -)

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

SUBJECT

Temporary Proposed Rule - IDAPA 08.02.03.105, Online Learning Requirement for High School Graduation and high school math requirements.

REFERENCE

November 3, 2011	Board approved Pending Rule Docket 08-0203-1102 - Rules Governing Thoroughness, Online Learning Graduation Requirement
February 16, 2012	Board approved a temporary rule amending the online learning graduation requirement
February 16, 2012	The Board approved a waiver for high school Graduation requirements Idaho Administrative Code, IDAPA 08.02.03.105.01 for one student.
April 19, 2012	The Board approved a temporary and proposed allowing students who have met certain criteria to waive math in their senior year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements

BACKGROUND/DISCUSSION

This rule addresses to areas of high school graduation requirements that must be addressed in the same section of administrative code.

The first is a requirement for students to take two online courses. At the February 2012 Board meeting the Board approved a temporary rule amending the online learning graduation requirement. The amendments allowed for either an asynchronous or synchronous course to be used to meet the two (2) credit requirement. Due to timing issues related to promulgation of rules during the legislative session only a temporary rule could be promulgated at that time. For the rule change to become permanent the Board would be required to approve a Proposed rule after the close of the legislative session.

Due to a technicality in the rule processes the previously approved Temporary rule was made invalid, requiring the Board to reapprove the temporary rule for it to immediately become effective.

In 2007, the State Board of Education approved a number of revisions to IDAPA 08.02.03.105 that were collectively known as High School Redesign. These revisions, in part, require students to take three years of Mathematics. Two of the six credits must be taken in the student's final year of high school.

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Recently, during the February 16 State Board Meeting held at Boise State University, the Boise School District brought three appeals forward, requesting that three students be allowed to waive the requirements outlined in IDAPA 08.02.03.105.01.d.iv which require that two credits of the required six credits of mathematics be taken in a student's last year of high school. At that time, the State Board requested that the State Department of Education put together a temporary and proposed rule that would allow the local school board to waive this requirement if a student had met a certain level of proficiency in mathematics and thereby meeting the intent of the rule. This amendment is in response to that request. The revised rule allows students to petition their local board of trustees to be exempt from the requirement that they take a math course in their last year of high school as outlined in Paragraph 105.01.d.iv. To be eligible for this waiver, a student must have met all of the following criteria:

- (1) Student has taken and passed two (2) credits of Algebra I and two (2) credits of Geometry,
- (2) Student has taken and passed at least six (6) credits of mathematics after entering grade nine (9) prior to entering their final year of high school,
- (3) Student has taken and passed a higher level mathematics course that has Algebra II as a prerequisite with a grade of C or higher.

The temporary and proposed rule passed the State Board of Education in April and districts were notified of the change. Districts have begun to waive requirements for some students for the 2012-2013 school year. However, due to a technicality in the rule processes, the Board must reapprove the rule in order for it to go forward for public comment.

IMPACT

The proposed change concerning online graduation requirements will allow those students graduating in 2016 to use either asynchronous or synchronous online classes to fulfill their online learning graduation requirement. For the math graduation requirements, students will be able to appeal to their local school district board of trustees to not take math in their senior year of high school if they have meet the requirements as outlined in the proposed revisions. If only a proposed rule were approved the change would not go into effect until the end of the 2013, legislative session.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.03.105 Temporary/Proposed Rule

Page 3

BOARD ACTION

I move to approve the Temporary/Proposed rule IDAPA 08.02.03.105, Rules Governing Thoroughness as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

007. DEFINITIONS A - G.

01. Achievement Standards. Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and “beginning,” “advanced beginning,” “intermediate,” “early fluent” and “fluent” on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (4-2-08)

02. Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, Tech Prep, or International Baccalaureate programs. (4-11-06)

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at <http://www.collegeboard.com>. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (4-11-06)

04. All Students. All students means all public school students, grades K-12. (4-11-06)

05. Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

06. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

07. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing.” (4-5-00)

08. Asynchronous Course. An online course in which an online platform is used to deliver all curricula. The majority of communication exchanges occur in elapsed time and allow students and teachers to participate according to their schedule. Asynchronous courses do not prohibit the use of a paraprofessional, certificated staff or other staff member being present at the physical location during instructional periods where instruction takes place, such as a school’s computer lab. (3-29-12)

09. Authentic. Something that is meaningful because it reflects or engages the real world. An “authentic task” asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

10. Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

11. Blended Course. A blended course, sometimes called hybrid course, consists of a course having between fifty-one percent (51%) and seventy-nine percent (79%) of the course content delivered through the use of technology, and may include the following models: (3-29-12)

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

a. **Flex Model.** Features an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive, as-needed basis through in-person tutoring sessions and small group sessions.

b. **Online Lab Model.** Programs rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. Paraprofessionals or other staff supervise but offer little content expertise. (3-29-12)

c. **Rotation Model.** Students rotate on a fixed schedule between learning online in a self-paced environment and sitting in a classroom with a traditional face-to-face teacher. (3-29-12)

12. Classic Texts. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

13. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (4-2-08)

14. Context (of a Performance Assessment). The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

15. Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

16. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

17. Cues. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

18. “C” Average. A combined average of courses taken on a four (4) point scale with “C” equal to two (2) points. (4-11-06)

19. Decode. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

20. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student’s permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

21. Emergent Literacy. Development of the association of print with meaning that begins early in a

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

22. Employability Skills. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

23. Entry-Level Skills. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

24. Evaluation (Student). Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

25. Experiential Education (Application). Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

26. Exploratory Experience (Similar to a Job Shadow). An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

27. Fluency. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

28. Genre (Types of Literature). A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

29. Graphophonic/Graphophonemic. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

008. DEFINITIONS H - S.

01. Interdisciplinary or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

03. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

05. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

06. Norm-Referenced Assessment. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

07. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

08. Online Course. A course in which at least eighty percent (80%) of the course content is delivered over the Internet or through the use of technology. An online course may be asynchronous or synchronous. Online teachers may perform the course work from an alternate location while a paraprofessional or other school staff member supervises students in a computer lab environment. (3-29-12)

09. Online Learning. Education in which the majority of course content is delivered online or through the use of technology. Courses may be delivered in an asynchronous or synchronous course format and may include blended or hybrid course models or fully online course models. (3-29-12)

a. Online learning does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone education software programs that do not have a significant internet-based instructional component. (3-29-12)

b. Online learning is not simply computer based instruction, but rather requires that the online teacher and the student have ongoing access to one another for purposes of teaching, evaluating, and providing assistance to the student throughout the duration of the course. All online learning must meet Idaho content standards. (3-29-12)

~~**d.** All online learning must meet the Idaho content standards.~~ (3-29-12)

10. Online Teacher (Instructor). The teacher of record who holds an appropriate Idaho certification and provides the primary instruction for an online course. (3-29-12)

11. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

12. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

13. Performance Criteria. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

14. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

15. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

16. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

17. Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

18. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

19. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

20. Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

21. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

22. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (4-2-08)

23. Standardization. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

24. Standards-Based Education. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

25. Structured Work Experience. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

26. Student Learning Goals (Outcomes). Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

27. Synchronous Course. A course in which the teacher and students interact at the same time. May be applied to both traditional and technology based courses. (3-29-12)

009. DEFINITIONS T - Z.

01. Tech Prep. Tech Prep is a sequenced program of study that combines at least two (2) years of secondary and two (2) years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

advanced postsecondary training. (4-11-06)

02. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (4-5-00)

03. Total Quality Management. A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (3-15-02)

04. Transferable Skills. Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller. The ability to problem solve or work as a team member is transferable among most jobs and workplaces. (4-11-06)

05. 2+2 or 4+2. A planned, streamlined sequence of academic and professional-technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14). (4-11-06)

06. Unique Student Identifier. A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (5-8-09)

07. Writing Process. The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. (4-5-00)

08. Word Recognition. (4-5-00)

a. The quick and easy identification of the form, pronunciation, and appropriate meaning of a work previously met in print or writing; (4-5-00)

b. The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

010. -- 099. (RESERVED)

100. BASIC CURRICULUM.
(Section 33-118, Idaho Code) (4-1-97)

101. KINDERGARTEN CURRICULUM.
Kindergarten curriculum will be established at the local level. (Section 33-208, Idaho Code) (4-5-00)

102. INSTRUCTIONAL REQUIREMENTS.
All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (4-5-00)

01. Standards. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which include challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (4-5-00)

103. INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

104. OTHER REQUIRED INSTRUCTION.

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

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

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

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness) (4-11-06)

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

Languages other than English

Career Awareness (4-1-97)

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

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

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

c. Other required instruction for all middle school students:

Health (wellness)

Physical Education (fitness) (4-11-06)

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

- d.** Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Professional Technical Education
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

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

- a.** Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
Physical Education (fitness)
Humanities
Professional Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language) (4-11-06)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. (3-29-12)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

(3-29-10)

d. Mathematics. Four (4) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas: (3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school unless the student petitions the LEA or local school board of trustees.

v. A student who meets the following minimum criteria may petition the LEA or local board of trustees to be exempt from the requirement to take two (2) credits of math during their last year of high school:

- (1) Student has taken and passed two (2) credits of Algebra I and two (2) credits of Geometry.
- (2) Student has taken and passed at least six (6) credits of mathematics after entering grade nine (9) prior to entering their final year of high school.
- (3) Student has taken and passed a higher level mathematics course that has Algebra II as a prerequisite with a grade of C or higher. (3-29-10)

e. Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-29-10)

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required. (3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

i. Online Learning Requirement. (Effective for all students who enter the ninth grade in the fall of 2012 or later.) Students must take Two (2) online learning credits, are required: one credit shall be from an asynchronous online course and the second credit—Credits may be any combination of online course or blended courses as determined by the local school district or LEA. The local school district or LEA may determine which courses are to be used to fulfill this requirement. (3-29-12)

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

i. A student who has taken a one (1) credit ~~asynchronous~~ online course and failed to earn the credit may appeal to the school district or LEA and will be given an opportunity to demonstrate proficiency of the technology content standards through some other locally-established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not earned the credits to meet the online learning requirement prior to the fall semester of the student's junior year. All locally-established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans.

Students who: (3-29-12)

(1) ~~Before entering an alternate measure, the student must be:~~ Students who: (3-29-12)

(a) Are enrolled in a special education program and have an Individual Education Plan (IEP)
; or (3-29-12)

(b) Have ~~Has~~ been identified as eligible to receive services under Section 504 of the
Federal Rehabilitation Act of 1973; or (3-29-12)

(c) Are enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less:

May enter the school district or LEA alternative plan without taking the (1) credit online course. (3-29-12)

(2) The alternate plan must: (3-29-12)

(a) Contain multiple measures of student achievement; (3-29-12)

(b) Be aligned at a minimum to Idaho technology content standards; and (3-29-12)

(c) Be valid and reliable. (3-29-12)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) (3-29-12)

a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACCUPLACER, ACT or SAT. Scores must be included in the Learning Plan. (3-29-12)

b. A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is: (3-29-12)

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or (3-29-12)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less. (3-29-12)

04. Senior Project. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-29-10)

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

05. Middle School. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. in addition to the courses completed in middle school. (3-29-12)

06. Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (4-7-11)

- a.** Before entering an alternate measure, the student must be: (4-2-08)
 - i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)
 - ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)
 - iii. Enrolled in the fall semester of the senior year. (3-20-04)
 - b.** The alternate plan must: (4-7-11)
 - i. Contain multiple measures of student achievement; (4-7-11)
 - ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)
 - iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)
 - iv. Be valid and reliable; and (4-7-11)
 - v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)
 - c.** A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)
 - i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)
 - ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)
 - iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)
 - iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

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

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

graduation requirements.

(4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA.

(4-11-06)

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STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

SUBJECT

Online course provider review and approval process. Fee structure for both online courses and textbook approval process.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118 Idaho Code, Idaho Administrative code - IDAPA
08:02.03 subsection 128

BACKGROUND/DISCUSSION

Section 33-1627 (2), Idaho code provides that beginning with the 2012-2013 school year, parents and guardians of secondary students shall have the right to enroll such students in any online course provided the course is offered by a provider accredited by an organization that accredits Idaho high schools, the teacher is certificated by the State of Idaho and is qualified to teach the course, and that the course meets the state content standards. Additionally, code specifies that either the State Department of Education (SDE) or the Idaho Digital Learning Academy (IDLA) must verify that the course meets these qualifications. Further section 33-118, Idaho code specifies that the State Board of Education prescribes that the Board shall approved the minimum courses to be taught in all public elementary and secondary schools, including the fees necessary to defray the cost of such adoption process. Amendments made to section 33-118, Idaho code by House Bill 604, during the 2012 legislative session, further specify that the Board shall, by rule, determine the process by which SDE reviews and approves online courses, pursuant to section 33-1627, Idaho code, and the fees necessary to defray SDE's costs. Idaho Administrative code, IDAPA 08.02.03.128 outlines the process for curricula materials selection.

IMPACT

The approval process for textbooks has been a fee based system. For approval of text books, there will be no additional fiscal impact, merely a codification of existing practice. For online course review, the funds generated will help defray the cost of completing those reviews

ATTACHMENTS

Attachment 1 – IDAPA 08.02.03.118

Page 3

BOARD ACTION

I move to approve the proposed rule changes to IDAPA 08.02.03.118 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE). (4-18-12)

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments shall consist of not less than 10 total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Vocational Education, and State Department of Education personnel. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee.

The State Department of Education shall charge publishers submission fees of \$60.00 or equal to the retail price of each textbook, whichever is greater, to defray the costs incurred in the curricular material review and adoption process. (3-20-04) (6-20-12)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/ technical education, science, health, handwriting, literature, driver education, limited English proficiency. (4-11-06)

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

06. Online Course Review and Approval Process. The State Department of Education shall administer the review and approval of online courses delivered by accredited providers. Reviewers shall be certified Idaho classroom teachers. Approved courses are evaluated on a four year cycle. The State Department of Education shall charge online course providers submission

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and approval process. (6-20-12)

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

SUBJECT

Proposed Rule Change IDAPA 08.02.03.160 - Safe Environment and Discipline

REFERENCES

October 20, 2011 Presentation given to the Board on proposed language.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, 33-1612, Idaho Code

BACKGROUND/DISCUSSION

At the October 19-20, 2011 State Board of Education meeting, the Idaho Coalition Against Sexual and Domestic Violence and the State Department of Education (SDE) presented local and national data about the critical issue of adolescent relationship abuse and its effects on Idaho students. At that time, the SDE indicated that it would come before the Board at a later meeting with a proposed rule change to address the prevention of and response to adolescent relationship abuse and sexual assault in Idaho schools.

Adolescent relationship abuse and sexual assault is a serious problem receiving national and local attention. According to the Center for Disease Control, "one in five women and nearly one in seven men who experienced rape, physical violence, and/or stalking by an intimate partner, first experienced some form of violence between 11 and 17 years of age" (CDC, 2011). Approximately one in three adolescent girls in the United States is a victim of physical, emotional, or verbal abuse from a dating partner (Davis, 2008). In 2011, 8.7% of Idaho high school students were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend (CDC, 2011). Almost half of all female victims who have been raped experienced their first rape before age 18 (30% between 11 and 17) (CDC, 2011). Promoting healthy adolescent relationships can reduce adolescent risk behaviors, relationship abuse and sexual assault, early sexual activity, alcohol and drug abuse, and other forms of violence (Wolfe et al., 2006). Adolescent relationship abuse and sexual assault, along with other risk behaviors, rarely occurs in a vacuum. Rather, these behaviors almost always take place within a relationship. It is critical for communities and schools to promote healthy relationships and teach adolescents the skills they need to negotiate relationship issues, including responding to pressure to participate in risk behaviors (Wolfe et al., 2006).

Over 40 percent of young people who report they are victims of relationship abuse say that the incidents occurred in a school building or on school grounds (Molidor & Tolman, 1998). In addition to becoming involved in other risk behaviors, victims of relationship abuse or sexual

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

assault are more likely to be truant, have lower grades, and drop out of school (Futures Without Violence, 2011). Students who don't feel safe can't learn effectively. It is imperative that school personnel, in concert with parents and the community, have the knowledge and skills to teach healthy adolescent relationship skills and to respond to incidents of abuse.

IMPACT

This rule will help to ensure that Idaho public schools provide and support a safe environment conducive to learning that promotes healthy relationship skills and opportunities for Idaho students and addresses the growing problem of adolescent relationship abuse and sexual assault in Idaho schools. Local districts will add adolescent relationship abuse and sexual assault prevention to their comprehensive Safe Environment and Discipline policies and procedures and review these policies annually in light of current research and practice. Training, sample policy language, and resource information/materials will be supported by SDE and community partners, including the Idaho Coalition Against Sexual and Domestic Violence and its project, the Center for Healthy Teen Relationships.

ATTACHMENTS

Attachment 1 – Proposed Change to IDAPA 08.02.03 .160
Attachment 2 – References

Page 3
Page 5

BOARD ACTION

I move to approve the proposed amendment to IDAPA 08.02.03.160, Rules Governing Thoroughness, Safe Environment and Discipline as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

08.02.03.160-161 Rules Governing Thoroughness

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

160. SAFE ENVIRONMENT AND DISCIPLINE.

Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Gun-free Schools
Substance Abuse – Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-Free School Zones
Building Safety including Evacuation Drills
<u>Relationship Abuse and Sexual Assault Prevention and Response</u>

Districts will conduct an annual review of these policies and procedures. (See Section 33-1612)

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REFERENCES

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Black, Michele C., Kathleen C. Basile, Matthew J. Breiding, Sharon G. Smith, Mikel L. Walters, Melissa T. Merrick, Jieru Chen, & Mark R. Stevens. *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2011. Print.

Center for Disease Control. *2011 Youth Risk Behavior Survey Results Idaho High School Survey*. Atlanta: CDC. 2011. Print.

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STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

SUBJECT

Elementary and Secondary Education Act (ESEA) Waiver, College Entrance and Placement Exam Benchmarks

REFERENCE

February 16, 2012 Board approved ESEA Waiver for submission to the US Department of Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

At the February 2012 State Board of Education meeting, the Board approved the ESEA Waiver for submission to the US Department of Education. The waiver included numerous achievement and growth measures for the Idaho Standards Achievement Tests (ISAT) and it also included a measure for College Entrance and Placement Exams under the “Postsecondary and Career Readiness” section. The benchmarks for the four applicable tests to be used in this section (SAT, ACT, ACCUPLACER, COMPASS) would be set at a later date by the State Board of Education. This board agenda item is now bringing those benchmarks before the Board for approval.

The SAT and ACCUPLACER were first administered through the statewide contract on April 18, 2012. The State Department of Education (SDE) has also signed contracts with ACT to obtain ACT and COMPASS data. The steps taken to determine the appropriate recommended benchmarks were:

1. Gathered input from the Idaho university and college provosts about the process to determine the benchmark scores.
2. Obtained ACT and the College Board benchmark recommendations based on national studies done by both groups.
3. Completed a formal standards setting process for the ACCUPLACER with faculty from all state institutions.

Based upon the research outlined previously and because the remediation scores for each institution varies, it was determined that the benchmarks should be set at the nationally recommended scores except for the ACCUPLACER which was recommended specifically by Idaho higher education experts. The nationally recommended benchmarks indicate a plethora of evidence of college success with those scores. Given the impact data for the over 17,000 juniors that took the SAT in spring 2012, the point matrix for the ESEA waiver was set to be rigorous and ambitious, yet attainable.

The ACCUPLACER benchmarks were set through a combination of a standards setting done by English Language Arts and Mathematics faculty from each of the state higher education institutions and consideration of the current higher

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

education institution benchmarks. Those recommendations were then discussed with the provosts and considered in relation to the institutional recommended benchmarks. Attachment 2 illustrates the recommended ACCUPLACER benchmarks.

Both the benchmark scores and the point matrix will be evaluated after the first year for potential changes and if needed brought back to the Board for adjustments similar to the graduation rate adjustments done under ESEA in the past two years.

IMPACT

The benchmark scores will be put into the Star Rating metric and encompass 10% of the entire score and final star rating for schools with a grade 12 (i.e. K-12 or high schools). From an initial preview of the SAT data, it appears that statewide about 25% of the students meet the benchmarks in one of two ways: 1) hitting the target for each of the subcategories (500); or 2) receiving a 1550 on the composite. In 2011, 26% of the approximately 10,500 self-selected students who took the ACT hit all four sub-scores. Therefore, on the Star Rating point matrix in the first year, all 5 points possible will be awarded to schools that have 25% of their students hit the sub-score or the composite benchmark for any of the four eligible tests: ACT, SAT, ACCUPLACER or COMPASS. The points awarded scale down from there and are included in Attachment 3. Over the next three years, the percentage of students meeting this benchmark is recommended to increase by 10%.

ATTACHMENTS

Attachment 1 – Recommended Benchmark Scores for ACT, SAT and COMPASS	Page 3
Attachment 2 – Recommended Benchmark Scores for ACCUPLACER	Page 5
Attachment 3 – College Entrance and Placement Exam Star Rating Point Matrix	Page 7
Attachment 4 -- ACT College Readiness	Page 9
Attachment 5 – SAT Benchmarks	Page 13
Attachment 6 -- SAT/ACT Concordance Table	Page 45

BOARD ACTION

I move to approve the College Entrance/Placement Exam Benchmarks and encompassing goals as part of the ESEA Waiver as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Idaho Benchmark and Remediation Scores¹

COMPASS	Writing Skills	Reading - English	Math - Algebra	ACT	English	Math	SAT	Reading - English	Math	Writing
ESEA Waiver Recommended Benchmarks	77	88	52	21	18	22	1550	500	500	500
COMPASS Benchmark	77	88	52	ACT Benchmark	18	22	SAT Benchmark	500	500	500
BSU		<68	<40	BSU	<18	<18	BSU	<450	<430	
CSI	<70	<80	<41	CSI	<17	<22	CSI	<450	<430	
CWI	<69	<79	<40	CWI	<17	<22	CWI	<450	<430	
EITC	<68	<68	Tech math- <30 Algebra- <44 Pre-Alg - <44	EITC	<18	<19	EITC	<450	<460	
ISU		<67	MAPL <46 MAPL2 <45	ISU	<18	<16/19	ISU	<440	<390/460	
LCSC	<68	<73	<46	LCSC	<18	<19	LCSC	<450	<470	
NIC	<68	<81	<46	NIC	Writing <15	<18	NIC	<470	<430	<450
U of I		<68	Gen Math <36 Chem Math <49	Uofl	<18	Gen Math <19 Chem Math <25	Uofl	<450	Gen Math <470 Chem Math <560	

¹ Benchmarks are scores that indicate a student has a strong probability of success in college courses. Remediation scores are listed for each institution and are the scores that indicate a student may need to take a remedial, non-credit bearing course.

ACT: Students who meet a Benchmark on the ACT or COMPASS have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses.

SAT: Students who meet a Benchmark on the SAT, which is a s score of 1550 (critical reading, mathematics and writing sections combined - 500 each section), indicates that a student has a 65 percent likelihood of achieving a B average or higher during the first year of college.

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**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

ACCUPLACER PLACEMENT TEST CUT SCORES												
ACCUPLACER	Arithmetic			Elementary Algebra			Reading Comprehension			WritePlacer		
	Cut	Scale	% College Ready	Cut	Scale	% College Ready	Cut	Scale	% College Ready	Cut	Scale	% College Ready
ESEA Waiver Recommended Benchmarks	116	1-120	1.58%	112	1-120	4.99%	88	1-120	30.05%	4	1-8	83.14%
Idaho Institution Standard Setting Cut Scores	116	1-120	1.58%	112	1-120	4.99%	88	1-120	30.05%	4	1-8	83.14%
40% College Ready	52	1-120	40.31%	65	1-120	40.58%	82	1-120	40.63%	5	1-8	53.00%
60% College Ready	36	1-120	59.39%	47	1-120	60.00%	70	1-120	61%	5	1-8	53.00%
<p>* The Sentence Skills Placement Test will not be given to Idaho's Seniors, due to feedback at the Standard Setting Session</p> <p>**It is typical at many institutions to administer Elementary Algebra to examinees and only branch examinees into Arithmetic who have failed to reach the desired level of competency on the Elementary Algebra test so the majority of examinees who take the Arithmetic test are of very low mathematics ability.</p> <p>*** The Comparison Western States Data is from: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming</p>												

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**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Year 1 - School Year 2012-2013

Percent of Students Meeting College Entrance or Placement Benchmark*	Points Eligible
25% - 100%	5
20% - 24%	4
15% - 19%	3
10% - 14%	2
< 10%	1

Year 2 - School Year 2013-2014

Percent of Students Meeting College Entrance or Placement Benchmark*	Points Eligible
35% - 100%	5
30% - 34%	4
25% - 29%	3
20% - 24%	2
<20%	1

Year 3 - School Year 2014-2015

Percent of Students Meeting College Entrance or Placement Benchmark*	Points Eligible
45% - 100%	5
40% - 45%	4
35% - 39%	3
30% - 34%	2
< 30%	1

* Meeting College Entrance or Placement benchmark can be met in two ways. It can be calculated as the percentage of students: 1) meeting the overall composite score, or 2) meeting

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COLLEGE READINESS



ISSUES IN COLLEGE READINESS

What Are ACT's College Readiness Benchmarks?

ACT's College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses—English Composition, social sciences courses, College Algebra, or Biology. In addition to the Benchmarks for the ACT® test, there are corresponding EXPLORE® and PLAN® Benchmarks for use by students who take these programs in the eighth and tenth grades, respectively, to gauge their progress in becoming ready for college. And for students taking COMPASS®, a computer-adaptive course placement assessment used by colleges, we have identified the College Readiness Benchmarks on the COMPASS scale corresponding to success in credit-bearing community college courses.

ACT's College Readiness Benchmarks

College Course or Course Area	Test	EXPLORE Score	PLAN Score	ACT Score	COMPASS Score*
English Composition	English	13	15	18	77
Social Sciences	Reading	15	17	21	88
College Algebra	Mathematics	17	19	22	52
Biology	Science	20	21	24	n/a

* The COMPASS English Benchmark refers to the COMPASS Writing Skills Test. The COMPASS Mathematics Benchmark refers to the COMPASS Algebra Test. COMPASS does not contain a science test.

Why these courses?

English Composition, College Algebra, and Biology are the first credit-bearing courses most commonly taken by first-year college students. Course placement data also show that reading achievement is most closely aligned with success in credit-bearing social sciences courses in college.

What do we mean by “a high probability of success”?

Students who meet a Benchmark on the ACT or COMPASS have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses. Students who meet a Benchmark on EXPLORE or PLAN are likely to have approximately this same chance of earning such a grade in the corresponding college course(s) by the time they graduate high school.



What data were used to establish the Benchmarks for the ACT?

ACT's College Readiness Benchmarks are empirically derived based on the actual performance of students in college. As part of its Course Placement Service, ACT provides research services to colleges to help them place students in entry-level courses as accurately as possible. In providing these research services, ACT has compiled an extensive database of course grade and test score data from a large number of first-year students and across a wide range of postsecondary institutions. These data provide an overall measure of what it takes to be successful in selected first-year college courses. Data from 98 institutions and over 90,000 students were used to establish the Benchmarks. The data were weighted so that they would be nationally representative of two- and four-year postsecondary institutions nationwide.

How do the Benchmarks for the ACT differ from minimum college course placement scores?

As described above, the Benchmarks represent a summary across many colleges and many students. The standards for each individual college may vary depending on the material covered in the course and the grading practices within that course. Therefore, the Benchmarks represent a criterion for success for a *typical* student at a *typical* college. As such, they give students, parents, and counselors useful guidelines to whether a student has mastered the necessary skills to have a reasonable chance of success in college.

ACT will work with any particular postsecondary institution or group of institutions within a state to conduct its own validation studies to establish local benchmarks that, in taking specific institutional and student characteristics into account, can be used as college course placement scores.

How were the Benchmarks determined for EXPLORE and PLAN?

The College Readiness Benchmarks for EXPLORE and PLAN were developed using about 150,000 records of students who had taken EXPLORE, PLAN, and the ACT. First, we estimated the probabilities at each EXPLORE and PLAN test score point associated with meeting the appropriate Benchmark for the ACT. We then identified the EXPLORE and PLAN test scores in English, Reading, Mathematics, and Science that corresponded most closely to a 50 percent probability of success at meeting each of the four Benchmarks established for the ACT.

How were the Benchmarks determined for COMPASS?

The College Readiness Benchmarks for COMPASS are designed to be comparable to the College Readiness Benchmarks for the ACT. A 2010 ACT/COMPASS concordance study was used to establish these comparable values for COMPASS. The concordance tables in this study are designed to give comparable scores between a COMPASS subject test and the corresponding ACT subject test. For each of the ACT College Readiness Benchmarks, the comparable COMPASS Benchmark was calculated using the corresponding table from the concordance study.

As with the Benchmarks for the ACT, COMPASS Benchmarks might not serve as the appropriate course placement score at all colleges. Rather, the

COMPASS Benchmarks represent a criterion for success for a typical student at a typical college. ACT will work with any particular postsecondary institution or group of institutions within a state to conduct its own validation studies to establish local benchmarks that, in taking specific institutional and student characteristics into account, can be used as college course placement scores.

How can institutions benefit from using the Benchmarks?

Colleges can use the Benchmarks for the ACT as one among several criteria for admission or as a foundation for determining course placement scores. States can use the Benchmarks as a tool for establishing minimum standards for high school graduation in statewide assessment contexts that are aimed at preparing high school graduates for postsecondary education.

Middle schools and high schools can use the Benchmarks for EXPLORE and PLAN as a means of evaluating students' early progress toward college readiness so that timely interventions can be made when necessary, or as an educational counseling or career planning tool.

Colleges (especially two-year institutions) can use the Benchmarks for COMPASS to help in efficiently assigning walk-in students to the proper courses and to diagnose student remediation needs.

In all the above cases, the Benchmarks offer users a concise, reliable method of articulating postsecondary expectations to middle schools and high schools so that timely interventions can be made.

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RESEARCH REPORT 2011-5



SAT Benchmarks

Development of a College Readiness Benchmark and its
Relationship to Secondary and Postsecondary School Performance

By Jeffrey Wyatt, Jennifer Kobrin, Andrew Wiley, Wayne J. Camara, and Nina Proestler



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Mission Statement

The College Board's mission is to connect students to college success and opportunity. We are a not-for-profit membership organization committed to excellence and equity in education.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

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Contents

Executive Summary	5
Introduction	6
The Need for College Readiness Benchmarks	7
The Current Study	8
Method	8
Samples	8
Measures	9
Analyses	11
Results	12
Determination of College Readiness Benchmarks	13
SAT® College Readiness Benchmarks and College Enrollment and Performance.....	14
SAT College Readiness Benchmarks and High School Performance	15
SAT Benchmarks and Student Demographics	21
Discussion	22
Limitations	24
References.....	25

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Appendix A: Comparison of Sample 1 to Population of Four-Year Institutions by Key Variables.....	28
Appendix B: Percent of the 2010 Cohort (Sample 3) Meeting the SAT Benchmark by Academic Rigor Index (ARI).....	29
Appendix C: Student Performance on English Advanced Placement® (AP®) Exams For Those Meeting and Not Meeting the SAT-CR Benchmark.....	29
Appendix D: Student Performance on English Advanced Placement (AP) Exams for Those Meeting and Not Meeting the SAT-W Benchmark	30
Appendix E: Student Performance on Mathematics Advanced Placement (AP) Exams for Those Meeting and Not Meeting the SAT-M Benchmark	30

Tables

Table 1: Demographic Characteristics of the 2007 Sample of Students (Sample 1), the 2007 U.S. Cohort (Sample 2), and the 2010 U.S. Cohort (Sample 3)	13
Table 2: SAT Benchmarks and Attainment	13
Table 3: The Percentage of Students Enrolled in Postsecondary Education Who Met and Did Not Meet the SAT Benchmark (Sample 2)	14
Table 4: Mean FYGPA for Students Who Met and Did Not Meet the SAT Benchmark.....	15
Table 5: Percentage of the 2010 Cohort (Sample 3) that Met the Benchmark by Academic Variables	16
Table 6: Percentage of the 2010 Cohort (Sample 3) that Obtained the Benchmark: By Demographic Variables.....	22

Figures

Figure 1: The percentage of students retained by benchmark status	15
Figure 2: Percentage meeting the SAT benchmark by Academic Rigor Index (ARI) score	17
Figure 3: Student performance on English Advanced Placement (AP) exams by college readiness status on the critical reading section	18
Figure 4: Student performance on English Advanced Placement (AP) Exams by college readiness status on the writing section	19
Figure 5: Student performance on Math Advanced Placement (AP) Exams by college readiness status on the math section.....	20

Executive Summary

The current study was part of an ongoing effort at the College Board to establish college readiness benchmarks on the SAT®, PSAT/NMSQT®, and ReadinessStep™ as well as to provide schools, districts, and states with a view of their students' college readiness. College readiness benchmarks were established based on SAT performance, using a sample of approximately 68,000 students across 110 four-year institutions. The college readiness benchmark was calculated as the SAT score associated with a 65 percent probability of earning a first-year GPA of 2.67 (B-) or higher. The SAT benchmark determined in this study was 1550 for the composite¹. Individual benchmark scores were also calculated for the critical reading, mathematics, and writing sections to provide indicators of student proficiency in each of these subjects, resulting in a benchmark score of 500 on each section. Once the benchmark scores were obtained, a series of analyses were conducted to establish the validity of the benchmarks for indicating college readiness. These analyses examined the relationship between college readiness benchmark attainment and high school academic performance measures (curriculum, HSGPA, and AP performance), along with college indicators including enrollment, FYGPA, and retention. The results showed that students meeting the benchmark are more likely to enroll in college; return for their second and third years of college; earn higher grades in both high school and college; and are more likely to have taken a core curriculum as well as more rigorous courses in high school than those not meeting the benchmark.

¹ The college readiness benchmark refers to the composite benchmark score of 1550, unless the individual section score benchmarks are mentioned specifically.

Introduction

Over the past 10 to 20 years, educational attainment of students in the United States has stagnated, while college degree attainment rates in most other industrialized nations have continued to grow. The National Center for Higher Education Management Systems (NCHEMS) estimates that only 39 percent of adults aged 25 to 34 in the United States hold an associate degree or higher (NCHEMS, 2009). In 1995, the United States was ranked second in the percentage of students who received a postsecondary degree, but fell to 15th among 25 countries in 2005 (Organization for Economic Cooperation and Development [OECD, 2010]) as increases in graduation rates failed to keep pace with those of other developed nations (OECD, 2008). In 2007, 31 percent of 25- to 34-year-olds in the United States had attained a bachelor's degree, which represents only a 2 percent increase since the year 2000 (U.S. Department of Education, 2008). These types of trends formed the backdrop when President Obama set a goal for the United States to have the highest proportion of college graduates in the world by 2020 (<http://www.whitehouse.gov/issues/education>).

Previous research has demonstrated myriad economic and societal benefits associated with obtaining a college degree. A college education is related to significantly higher wages and having less of a financial burden on the state (e.g., incarceration, public health, welfare) (Baum & Payea, 2004). In 2005, the typical full-time year-round worker in the United States with a four-year degree earned \$50,900, 62 percent more than the \$31,500 earned by the typical full-time year-round worker with only a high school diploma (Baum & Ma, 2007). A college degree is also associated with better citizenship, political activism, volunteering, and lawful behavior. The presence of such externalities and positive spillover effects for the nation and state are an essential reason for public support of transfer systems in higher education (Goldberg & Smith, 2008).

Although the benefits of obtaining a degree have been widely documented, colleges and universities still struggle with a high percentage of enrolled students who do not complete their degree. NCHEMS (2009) reported that 56 percent of students who entered a four-year U.S. college or university in 2001 graduated within six years, which is only a slight increase from 52 percent of students entering in 1991. Degree attainment rates are even lower at two-year schools as approximately 32 percent of entering students earn either an associate or bachelor's degree within six years (Attewell, Heil, & Reisel, 2010).

Research on college completion has examined a wide range of factors. A present theoretical model posits two factors: academic and social integration (Tinto, 1993). The first factor addresses the match between a student's cognitive skills and abilities and the demands of the academic institution and program, while the second factor concerns a student's social engagement to the institution and other students. A variety of factors have been examined in research on college completion: academic preparation in high school; financial support; student demographic characteristics; employment; remediation; and institutional differences.

Attewell et al. (2010) recently reported that no single dominant factor was associated with college completion and that there is substantial variation in the factors related to graduation within six years from a two-year or four-year institution. Remediation and high school academic preparation were not significant factors in degree attainment at community colleges. Instead, financial support, hours worked, and demographic characteristics were the most significant predictors after controlling for all other factors. At four-year institutions, the results were different. High school academic preparation, as measured by admission test scores, high school grades, and academic rigor, was the most important factor, although remedial courses were only significantly related to degree attainment at the least selective

four-year colleges, after controlling for other factors. The number of hours a student worked was also consistently related to graduation within six years across all types of institutions, and nontraditional status (e.g., part-time, delayed entry) and integration (social and academic) into college were significant predictors of graduation in the least selective and moderately selective four-year institutions.

Students who require remedial course work in college have starkly lower graduation rates than those who enter college prepared for college-level course work. Among 12th-graders attending a postsecondary institution in 1992, 17 percent of those enrolled in a remedial reading course eventually earned a bachelor's degree, and 13 percent earned an associate degree or certificate. Among those taking two or fewer remedial mathematics courses, 27 percent earned a bachelor's degree, and 14 percent earned an associate degree or certificate. Among those not taking any remedial course, 58 percent earned a bachelor's degree and 11 percent earned an associate degree or certificate (Wirt, Choy, Rooney, Provasnik, Sen, & Tobin, 2004).

The exact percentage or number of students who require remediation is hard to pinpoint, with some studies estimating that 28 percent of entering college students are remediated (Wirt et al., 2004). Remediation rates differ by institution type as public two-year schools have remediation rates of 42 percent, while public four-year colleges have remediation rates of 20 percent, and private four-year colleges have remediation rates of 12 percent. Remediation rates are closely related to high school academic preparation as measured by tests, grades, and academic course-taking patterns (Attewell et al., 2010). Remediation rates are also closely associated with other key student demographic variables, such as income, race/ethnicity, and parental education. High school graduates from the highest income levels are three times more likely than students in the lowest income level to be academically prepared for college (Presley & Gong, 2005). A recent report by the National Council for Education Statistics (NCES) divided college students into quintiles based on socioeconomic status (SES) and found that 63 percent of students in the bottom quintile (lowest SES) enrolled in a remedial course, compared to 25 percent in the top quintile (highest SES). Remediation rates also differ by race and ethnicity. NCES estimates that 62 percent of African American and 63 percent of Hispanic students take at least one remedial class, compared to 35 percent of white students (Wirt et al., 2004). Further compounding matters, African American, Hispanic, and low-income students are also more likely to be the first in their family to attend college (Chen & Carroll, 2005). First-generation students have generally been exposed to a less rigorous curriculum during high school than their non-first-generation counterparts. Approximately 55 percent of first-generation students require remediation (at least one remedial class), about twice as often as students whose parent(s) had obtained a bachelor's degree (27 percent) (Chen & Carroll, 2005).

[The Need for College Readiness Benchmarks](#)

As the education community pays increasing attention to issues surrounding retention and remediation, objective and fair measures of student preparedness for college become increasingly critical. There is a critical need to inform students, teachers, parents, and counselors about whether students have the academic skills to succeed in college and to design interventions to help students correct deficiencies so that they can enter college prepared to succeed. There has been increasing attention on benchmarking both at the state and national level, as there is widespread recognition of the need to gauge the college readiness of students (McNeil, 2008). Benchmarks can also serve the role of strengthening the college culture and expectations for students (Corwin & Tierney, 2007). One of the most comprehensive and far-reaching initiatives is the Common Core Standards and Assessments,

SAT Benchmarks

which is a major effort to establish consistent content and performance standards related to college readiness.

Several states have incorporated empirically based benchmarks (e.g., NAEP, ACT, College Board) in setting cut scores on state tests to ensure college readiness (Camara, in preparation).

The Current Study

The current study was part of an ongoing effort at the College Board to establish college readiness benchmarks on the SAT, PSAT/NMSQT, and ReadStep; and to provide schools, districts, and states with a view of their students' college readiness. Kobrin (2007) used a model-based method (i.e., logistic regression) to derive two SAT benchmarks, one corresponding to a 65 percent probability of getting a 2.7 first-year grade point average (FYGPA) and one at a 65 percent probability of getting a 2.0 FYGPA. Kobrin's study was conducted on the pre-2005 SAT, which had only the mathematics and critical reading sections, and was scored on a 400 to 1600 scale. Kobrin determined that scores of 1180 and 800 were associated with a 65 percent probability of obtaining a FYGPA of B- (2.7) or higher and C (2.0) or higher, respectively.

The primary purpose of the current study is to extend the work of Kobrin (2007) by identifying college readiness benchmarks on the SAT; and to collect evidence of the validity of the benchmarks for indicating college readiness by examining the relationship of these benchmarks to other measures of high school performance, college performance, and student demographic characteristics. These benchmarks are intended to provide information on the college readiness of groups of students (e.g., aggregated by school, district, state, or nation). In considering the college readiness of individual students, many factors should be considered in addition to test scores. These may include high school GPA (HSGPA), completed course work, recommendations, and noncognitive factors.

Method

Samples

The current study used data from students taking the SAT who were reported to graduate from high school in 2007 and 2010 (hereafter referred to as the 2007 and 2010 graduating seniors cohorts or the 2007 and 2010 cohorts). The students' most recent SAT score was used for all analyses in this study. Three separate samples were created for the analyses in this study.

Sample 1. The first sample was derived from the 2007 graduating seniors' cohort and was used to investigate the relationship between SAT benchmark scores and college grades. In order to create this sample, SAT records from the College Board were matched to college performance data for students who entered one of 110 higher education institutions that participated in a national validity study for the SAT (Kobrin, Patterson, Shaw, Mattern, & Barbuti, 2008) and supplied data (i.e., course grades, FYGPA, and retention) for their 2007 entering first-year class. Institutions were recruited to be representative of the target population, which included the 726 four-year institutions that received at least 200 SAT score reports in 2005. The sample of institutions was diverse with respect to region of the U.S., control (i.e., public versus private), selectivity, and size.

Data from the final sample of 110 institutions were matched to College Board records that

included SAT scores, self-reported HSGPA, and demographic information. This sample used the same dataset restrictions specified in prior research reports (Wyatt, Wiley, Camara, & Proestler, in press) and was limited to students who had taken the SAT on or after March 2005 (which included writing), reported their HSGPA, and provided responses to the course work questions on the SAT Questionnaire (SAT-Q). By including only students with HSGPA and course work data, the relationship between benchmark attainment and other measures of high school performance could be investigated. There were 67,644 students in Sample 1.

Sample 2. The second sample was also derived from the 2007 SAT graduating seniors cohort. This sample was limited to students from the United States who took the SAT on or after March 2005 and was matched to data from the National Student Clearinghouse (NSC) to obtain initial postsecondary enrollment data for these students. This dataset was used to investigate the relationship between SAT benchmark scores and college enrollment. NSC tracks student enrollment and degree attainment for over 3,100 two- and four-year colleges and universities in the United States (a list of participating institutions is located at www.studentclearinghouse.org), equivalent to 91 percent of the U.S. college-going population. This dataset contains 1,419,714 students.

Sample 3. The third sample was used to examine the relationship between the SAT benchmark scores and overall student performance, demographic characteristics, and other high school performance measures. The dataset included 1,457,489 students from the 2010 cohort who attended a high school within the United States.

Measures

SAT® Scores. SAT scores were obtained for all three samples. The SAT consists of the critical reading, mathematics, and writing sections; each section has a score scale range of 200 to 800 with 10-point increments. The SAT composite score is the sum of all three section scores and therefore has a score scale range of 600 to 2400. Further information on the SAT can be found at <http://professionals.collegeboard.com/testing/sat-reasoning>.

Gender. Students reported their gender (female or male) when they completed the SAT-Q.

Ethnicity. Students indicated their race/ethnicity on the SAT-Q in one of eight categories: (1) American Indian or Alaska Native, (2) Asian, Asian American, or Pacific Islander, (3) black or African American, (4) Mexican or Mexican American, (5) Puerto Rican, (6) Other Hispanic, Latino, or Latin American, (7) white, and (8) other. The categories 4, 5, and 6 were combined into a single category titled "Hispanic."

Best Language. Students reported their best language on the SAT-Q. Response options included "English Only," "English and Another Language," and "Another Language."

Highest Parental Education. Students' highest level of parental education was also derived from self-reported data on the SAT-Q. Student responses were provided for both mother's and father's highest educational level. The highest degree (i.e., No High School Diploma, High School Diploma, Associate Degree, Bachelor's Degree, or Graduate Degree) of either parent was used to create this variable.

High School GPA (HSGPA). Cumulative HSGPA was self-reported by students registering to take the SAT. Scores were reported in letter grades ranging from an F (below 65) to an A+ (97–100). High school grades were then converted to a 0–4.33 scale. While HSGPA was self-reported, a number of studies have suggested that the correlation between self-reported HSGPA and actual HSGPA is between 0.74 and 0.85 (Kuncel, Crede, & Thomas, 2005; Maxey

STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

SAT Benchmarks

& Ormsby, 1971; Schiel & Noble, 1991; Shaw & Mattern, 2009), indicating that self-reported HSGPA is a reliable measure of high school performance.

Core Curriculum. A core curriculum was defined as having completed four years of English, three years of math, three years of science, and three years of social science/history during high school. Students reported the courses that they took or planned to take during high school on the SAT-Q.

Academic Rigor Index (ARI). Wyatt et al. (in press) developed an academic rigor index (ARI), scaled from 0 to 25, that is designed to measure the degree of challenge associated with students' high school course work. This index is calculated from students' self-reported high school course work within five academic subjects: English, mathematics, science, social science/history, and foreign/classical languages. Within each of the five subjects, between 0 and 5 points are awarded based on the difficulty of courses, with 5 points indicating the most rigorous curriculum. The number of points awarded within each subject is summed to create the ARI on a 0-25 scale, with 25 representing the highest level of rigor and 0 representing the lowest. For more information see Wyatt et al. (in press).

Advanced Placement® (AP®) Performance. AP Exams are traditionally administered at the conclusion of college-level courses taught to high school students within their normal high school setting. These courses must conform to an AP curriculum, which provides guidance on the depth and breadth of content that should be covered during the course. At the completion of the course, students may choose to complete a standardized exam that measures domain-specific college-level knowledge and skills. The exam is scored from 1 to 5, with a 5 representing the equivalent of an A in the corresponding introductory college-level course, a 4 representing a B, a 3 representing a C, a 2 representing a D, and 1 representing an F. Most often, colleges award credit for AP Exam scores of 3 or higher. Data from Sample 3 were matched to students' AP records, and all students from the 2010 graduating seniors cohort who also took an AP Exam in either English or mathematics were included in this analysis. Appendixes C–E provide the number of students who took both the SAT and English or mathematics AP Exams.

Percent Enrolled in College. Data from the 2007 SAT graduating seniors cohort were matched to the NSC database (Sample 2). Using the 2007 sample, the percent of students who actually enrolled in a higher education institution was calculated. As a further refinement, the percent of students enrolled in college was disaggregated by college type (two-year and four-year).

First-Year GPA (FYGPA). For Sample 1, FYGPA was obtained from participating colleges and universities. The values of FYGPA ranged from 0.00 to 4.19 (mean = 2.93, SD = .73), with only 24 students having an FYGPA greater than 4.00.

Retention. For Sample 1, institutions indicated whether students returned for the fall semester of their sophomore year (retention to second year) and whether students returned for their junior year (retention to third year). It should be noted that while this variable does provide a reasonable estimation of student persistence, it does not account for students who have transferred to another institution and persisted at that other institution.

Analyses

The first phase of the study used Sample 1 and was designed to set a benchmark that could be used to assess college readiness. Logistic regression was used to set the SAT benchmarks, using as a criterion a 65 percent probability of obtaining an FYGPA of a B- or higher within each of the 110 institutions. Logistic regression is a statistical method that uses binary outcome information (e.g., success versus failure) to predict the probability of success based on one or more predictor variables (in this case, an SAT score). Separate logistic regression equations were estimated for each institution, using the sum of SAT critical reading, mathematics, and writing section scores to predict the probability that a student would be successful in terms of earning an FYGPA of 2.67 (or B-) or higher. The 65 percent probability of success was chosen because this level has been used in other research, including research focused on the National Assessment of Educational Progress (NAEP) and other educational studies as an appropriate standard for defining success in a domain. A 65 percent probability level has also been recommended by subject-area experts as an appropriate standard for knowledge or success in a domain (Beaton & Allen, 1992; Zwick, Senturk, & Wang, 2001).

In 2008, the College Board assembled an expert panel of educators and policymakers to participate in a judgmental standard-setting process to recommend both probability and criterion for defining college readiness. The panel agreed that a probability in the range of 60 to 75 percent would be the most appropriate. The FYGPA criterion of 2.67 was also recommended because it represents a B- at most colleges and seems appropriate and sufficiently rigorous when considering academic success of freshmen (Kobrin, Patterson, Wiley, & Mattern, under review). While the expert panel provided a probability level and criterion to define college readiness, they strongly recommended using six-year graduation as an indicator of college success. However, as these data were not available, the committee agreed that an FYGPA of a B- or higher was indicative of future success in college and could be used as a reasonable criterion. Research has established a strong correlation between FYGPA and retention, and the likelihood of continuing college for four years increases substantially for students with higher FYGPAs (Allen, 1999; Murtaugh, Burns, & Schuster, 1999).

Benchmarks were established for each SAT section (critical reading, mathematics, and writing), and for the SAT composite (the sum of the scores on the three SAT sections) within each of the 110 institutions. Separate logistic regression equations were estimated for each of 109 institutions, and benchmark scores were calculated. One institution was not used because 100 percent of their students obtained a FYGPA of 2.67 or higher. After the institution-level benchmarks were computed, any out-of-range values (e.g., lower than 600 or higher than 2400) were excluded, and the estimates were averaged, weighted by the institution-level sample sizes.*

As a result, the number of valid institutions differed by section: there were 104 valid institutions for critical reading, 102 for mathematics, 107 for writing, and 107 for the composite. Once the SAT benchmark score was computed, it was rounded down to the nearest legitimate interval (e.g., a critical reading score of 504 would be rounded down to 500 since it is not possible for a student to score between 500 and 510).

*Inverse prediction was used to obtain an estimate of the exact SAT composite score that is associated with a particular probability of success. One potential weakness of this approach is that it is possible to obtain benchmarks that fall outside of the actual SAT score range. This issue was handled by excluding those institutions whose benchmarks were outside the range of scores that a student could actually obtain.

SAT Benchmarks

Once benchmark scores were obtained, a series of analyses were conducted to compare the academic performance of students who met or exceeded the benchmarks and those who did not. These comparisons were made both on high school academic measures (curriculum, HSGPA, and AP performance) and college indicators including enrollment, FYGPA, and retention.

Results

Table 1 compares the demographic characteristics for all three samples. Sample 1 is largely representative of the SAT taker population (Sample 2 and Sample 3), with slight differences in composition with respect to gender, ethnic/racial, and best language subgroups. The colleges participating in Sample 1 are largely representative of all four-year institutions with respect to size, selectivity, geography, and institutional control (public/private). More detailed information is available in Appendix A.

STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

SAT Benchmarks

Table 1

Demographic Characteristics of the 2007 Sample of Students (Sample 1), the 2007 U.S. Cohort (Sample 2), and the 2010 U.S. Cohort (Sample 3).

		Sample 1		Sample 2		Sample 3	
		Number	Percent	Number	Percent	Number	Percent
All		67,644		1,419,714		1,457,489	
Gender	Female	39,189	57.9	762,803	53.7	782,804	53.7
	Male	28,455	42.1	651,243	45.9	674,685	46.3
Race/ Ethnicity	American Indian	358	0.5	9,659	0.7	8,295	0.6
	African American	5,796	8.6	155,244	10.9	191,566	13.1
	Asian American	6,809	10.1	119,026	8.4	133,351	9.1
	Hispanic	6,951	10.3	162,633	11.5	215,181	14.8
	White	43,130	63.8	812,551	57.2	817,915	56.1
	Other	1,908	2.8	46,552	3.3	39,769	2.7
	No Response	2,692	4.0	114,049	8.0	51,412	3.5
	English	61,503	90.9	1,215,036	85.6	1,181,661	81.1
Best Language	English and Another Language	4,594	6.8	103,479	7.3	214,827	14.7
	Another Language	732	1.1	27,142	1.9	31,337	2.2
	No Response	815	1.2	74,057	5.2	29,664	2.0

Determination of College Readiness Benchmarks

As described earlier, college readiness benchmarks were obtained through logistic regression to determine the SAT score associated with a 65 percent probability of obtaining an FYGPA of a B- or higher. Once the SAT benchmark scores were obtained, each score was rounded down to the nearest valid SAT score. The SAT benchmarks were 1550 for the composite and 500 for each section, critical reading (SAT-CR), mathematics (SAT-M), and writing (SAT-W). Table 2 shows the percent of SAT takers from the 2010 cohort that met the Composite benchmark and each of the section score benchmarks. About half of all students met the college readiness benchmark in the critical reading section, while slightly more (54 percent) met the mathematics section benchmark and slightly fewer (46 percent) met the writing section benchmark. About 43 percent of students met the composite benchmark score and were considered ready for college.

Table 2

SAT Benchmarks and Attainment

	Composite	Critical Reading	Mathematics	Writing
Benchmark	1550	500	500	500
Number Meeting Benchmark	630,704	734,749	792,448	670,256
Percent Meeting Benchmark	43	50	54	46

Note. There were 1,457,489 students in the sample.

STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

SAT Benchmarks

SAT® College Readiness Benchmarks and College Enrollment and Performance

Student enrollment data were evaluated using students from Sample 2. Table 3 shows the percentage of students enrolled in a two-year or four-year postsecondary institution, and the percentage of students not enrolled in a postsecondary institution, based on whether or not they met the SAT College Readiness benchmark. For students meeting the benchmark, there was a very high likelihood of initial enrollment (78 percent) in a four-year institution. For students who did not reach the SAT College Readiness benchmark, this percentage was notably lower (46 percent). Students not meeting the benchmark were more than three times as likely to enroll in a two-year institution as those who met the college readiness benchmark. About 25 percent of students who did not meet the college readiness benchmark failed to enroll in any higher education institution compared to 14 percent of students who did meet the benchmark.

Table 3

The Percent of Students Enrolled in Postsecondary Education Who Met and Did Not Meet the SAT Benchmark (Sample 2)

Readiness Status	Not Enrolled	Enrolled in 2-Yr.	Enrolled in 4-Yr.	N
Met Benchmark	14	8	78	629,552
Did not Meet Benchmark	25	29	46	790,162

Note: Initial postsecondary enrollment data were obtained from the National Student Clearinghouse (NSC).

Table 4 compares the mean FYGPA for students in Sample 1 based on whether or not they met the SAT College Readiness benchmark. The mean FYGPA for students achieving the benchmark was 3.12, compared to 2.57 for those who did not meet the benchmark. (The overall mean FYGPA for all students in Sample 1 was 2.93). The difference in means between the two groups was 0.55 and was statistically significant ($t(40,135) = 92.45, p < .001, d = 0.78$). The medium-to-large effect size suggests that student attainment of the benchmark score is substantially related to subsequent college performance as measured by FYGPA.

Table 4 also shows that the percent obtaining an FYGPA of 2.67 or higher was considerably higher for students meeting the SAT benchmark score (79.3 percent) than for students not meeting the benchmark (50.4 percent). It is important to note that the students used for this analysis (Sample 1) were all enrolled in a four-year institution and therefore were on average more academically prepared than the general population of SAT takers. As for students who did not meet the benchmark, this sample draws from the 46 percent of those enrolled in a four-year college who have higher average HSGPA and SAT scores than the overall population of students not meeting the benchmark. Thus, fewer than 50.4 percent of the general population of SAT takers not meeting the benchmark would be expected to obtain an FYGPA of 2.67 or higher (Table 4) if enrolled in a four-year college.

STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

SAT Benchmarks

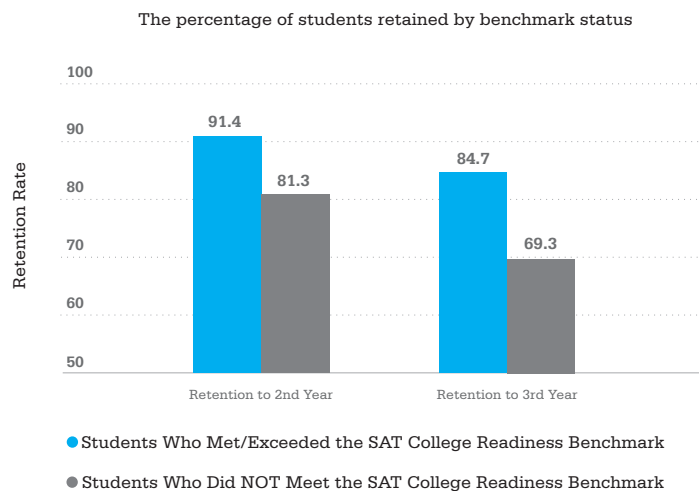
Table 4

Mean FYGPA for Students Who Met and Did Not Meet the SAT Benchmark

Readiness Status	Mean	SD	Percent with 2.67 or Higher	Range
Met Benchmark	3.12	.64	79.3	0.00–4.19
Did Not Meet Benchmark	2.57	.76	50.4	0.00–4.03

Retention statistics were also calculated using a subset of Sample 1. Ninety-one of the original 110 institutions participating in the SAT validity study continued their participation through year 2 and up to the beginning of year 3. This subset of 58,287 students was used to obtain retention data. Figure 1 shows the percent of students retained to the second and third years. The retention rate to the second year of college was about 10 percentage points higher for students meeting the benchmark compared to that of students who did not meet the benchmark. For retention to the third year, the gap widened to approximately 15 percentage points.

Figure 1



SAT College Readiness Benchmarks and High School Performance

A retrospective analysis was conducted to determine if students who met the SAT College Readiness benchmark had higher academic achievement during high school. Table 5 reports the percent of students meeting the benchmark across a series of other measures of high school preparation and performance. As would be expected, there is a strong relationship between the SAT College Readiness benchmark and these measures of high school performance. For example, when looking at HSGPA, approximately 9 to 12 percent of students with a HSGPA of C (C+, C, or C-) or lower met the benchmark, compared to over 57 to 84 percent of those with a HSGPA of A (A+, A, or A-).

STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

SAT Benchmarks

College readiness also varied considerably with academic course-taking behavior. One measure of college preparation is a core curriculum which consists of four years of English and three years each of mathematics, science, and social science/history. Half of the students who took a core curriculum met the benchmark, compared to 29 percent of those who did not. The academic rigor index (ARI), which measures the challenge associated with high school course work, is highly related to the core curriculum because students who have taken a core curriculum have a mean ARI score of 11.5 and a median ARI score of 11.0, compared to a mean ARI score of 7.7 and a median score of 7.0 for students who did not take a core curriculum. In general, students with a more rigorous high school curriculum were much more likely to meet the SAT College Readiness benchmark. Approximately 13 percent of students with an ARI of 5 or lower met the benchmark. Each successive increase on the ARI is associated with an increased percent of students considered to be ready for college. For example, 29 percent of students with an ARI between 6 and 10 met the benchmark, compared to 60 percent with an ARI between 11 and 15, 83 percent with an ARI between 16 and 20, and 95 percent of those with an ARI of 21 or more. Thus, as expected, benchmark attainment appears to be highly related to other measures of academic performance during high school. Figure 2 and Appendix B contain the percentage meeting the benchmark by each ARI score point.

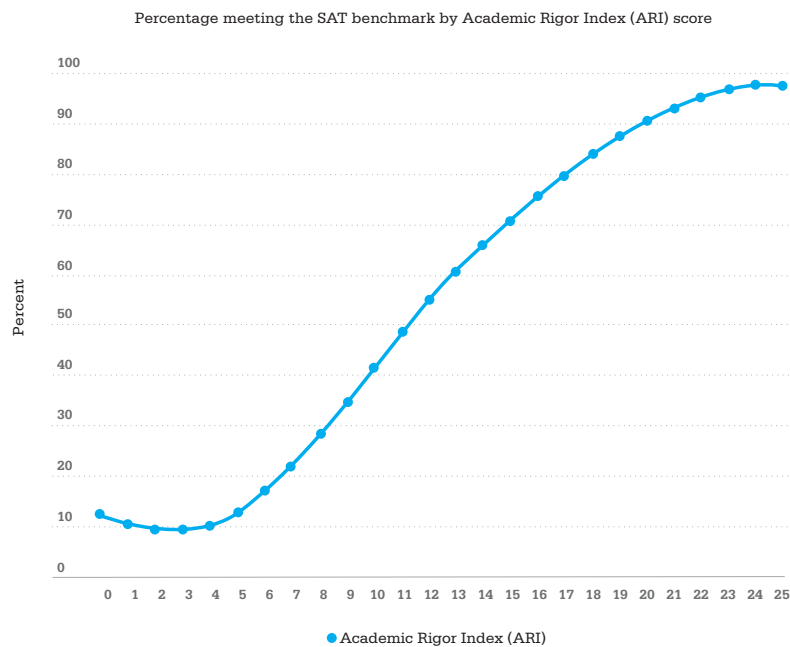
Table 5

Percentage of the 2010 Cohort (Sample 3) that Met the Benchmark by Academic Variables

Academic Variables	Number	Met Benchmark (%)
HSGPA	A+	80,417
	A	259,152
	A-	265,289
	B+	264,280
	B	237,944
	B-	125,475
	C+	83,253
	C	46,127
Curriculum	C- or Lower	19,477
		9
Curriculum	Non-Core	271,050
	Core	959,396
Academic Rigor (ARI)		50
	0–5	223,451
	6–10	411,250
	11–15	268,145
	16–20	184,478
Academic Rigor (ARI)	21–25	63,359
		95.1

SAT Benchmarks

Figure 2



While the SAT composite benchmark is used to provide information on general college readiness, the individual section benchmarks provide feedback on student performance on the critical reading, mathematics, and writing sections. Figure 3 and Figure 4 provide the distribution of AP English Language and AP English Literature Exam scores for students who met or exceeded the SAT College Readiness benchmarks in critical reading and writing, and for those who have not. The difficulty of AP courses is on par with that of introductory college-level courses, and so evaluating the relationship between the SAT benchmarks and AP performance is one way to validate the SAT college readiness benchmarks in terms of college outcomes. An AP Exam score of 3 indicates that a student has achieved the equivalent of a “C” (a passing grade) in a college-level course, the minimum score for which most colleges award credit.

Figure 3 shows that 9 percent of students who did not meet the SAT-CR benchmark obtained a 3 or higher in AP English Language, compared to 78 percent of students who met the benchmark. The results are similar for the AP Exam in English Literature, as 6 percent of those not meeting the College Readiness benchmark on SAT-CR obtained a 3 or higher compared to 74 percent of those who met the benchmark.

STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

SAT Benchmarks

Figure 3

Student performance on English Advanced Placement® (AP®) Exams by college readiness status on the critical reading section



Figure 4 shows the relationship between the College Readiness benchmark on the SAT writing section and performance on the AP English Language and English Literature Exams. Only 14 percent and 12 percent of students who do not meet the SAT-W benchmark scored a 3 or higher on the AP English Language and English Literature Examinations, respectively, compared to 79 percent and 75 percent of those students who met the benchmark.

Figure 4

Student performance on English Advanced Placement (AP) Exams by college readiness status on the writing section

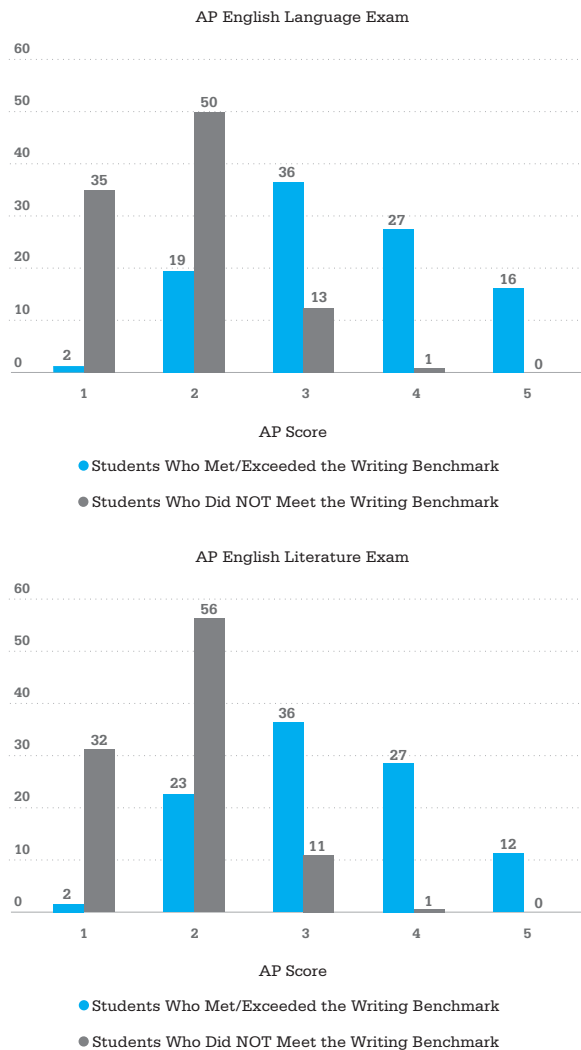


Figure 5 shows the relationship between achieving the college readiness benchmark on the SAT mathematics section and performance on relevant AP Exams. Between 5 percent and 17 percent of those not meeting the SAT-M benchmark scored a 3 or higher on an AP Calculus or AP Statistics Exam, compared to between 61 percent and 83 percent for those who met the SAT-M benchmark. Thus, it appears that students meeting the section score benchmarks are much more likely to successfully complete college-level course work than students not meeting the benchmark.

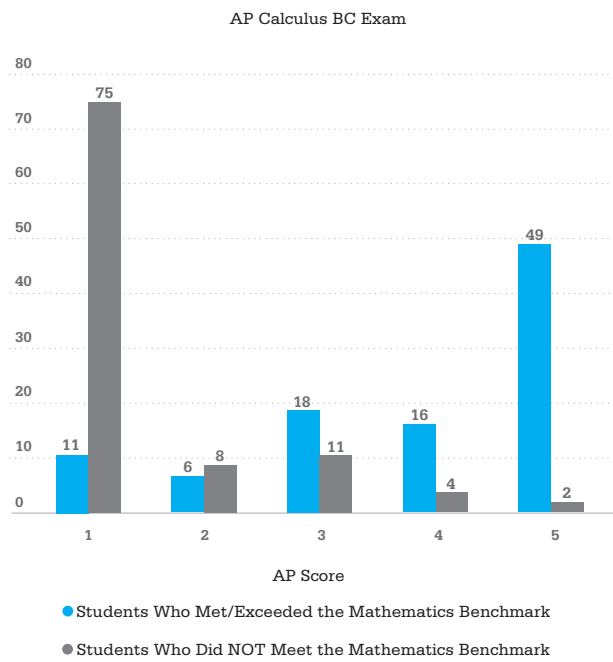
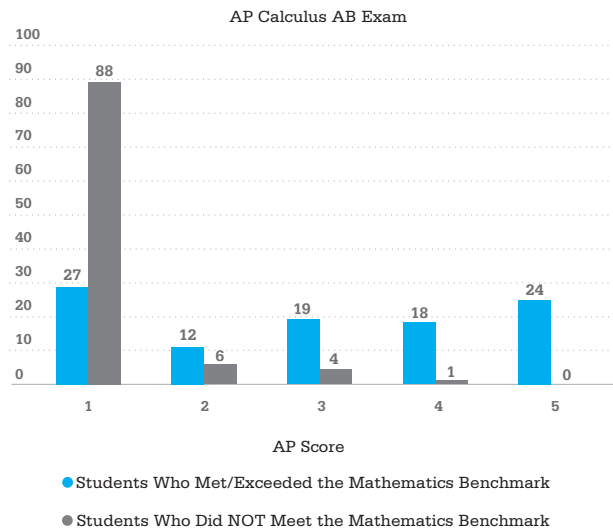
STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

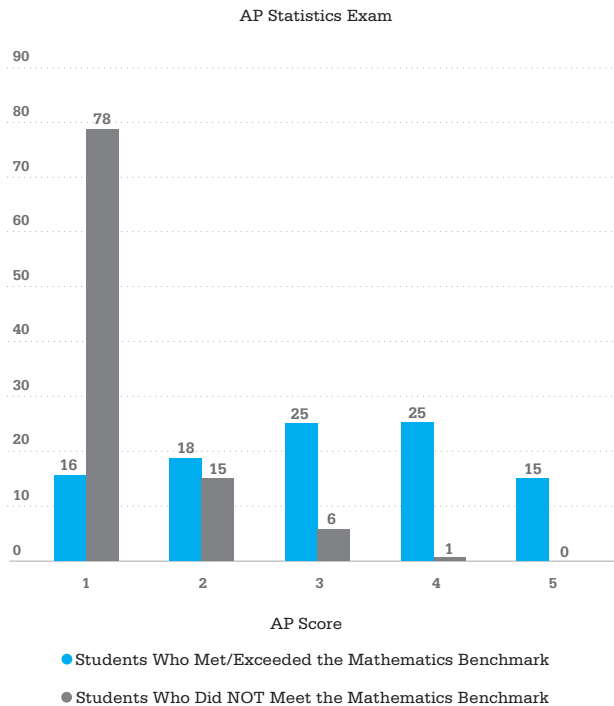
SAT Benchmarks

Figure 5

Student performance on Math Advanced Placement (AP) Exams by college readiness status on the math section



SAT Benchmarks



SAT Benchmarks and Student Demographics

Table 6 reports the percent of students who met the benchmark by demographic characteristics. Overall, 43 percent of 2010 graduates who took the SAT met the SAT College Readiness benchmark. The results were similar across gender, with a slightly larger percentage of male students meeting the SAT benchmark than female students.

The differences in benchmark achievement among race and ethnicity subgroups are consistent with prior research showing similar gaps on precollege measures, including HSGPA, NAEP, SAT, and ACT (Kobrin, Sathy, & Shaw, 2006; Camara & Schmidt, 1999), college outcomes including remediation rates (Wirt et al., 2004) and degree completion (see, for example, Attewell et al., 2010). The percent of Asian and white students who met the SAT benchmark was more than twice that of Hispanic students and more than three times that of African American students. Students reporting English as their best language were more likely to meet the SAT benchmark than students whose best language was either another language and English or solely another language. College readiness also differed by parental education levels with fewer than one in six students of parents without a high school diploma meeting the SAT benchmark, compared to half of those who have one or more parents with a bachelor's degree and over two-thirds of students with one or more parents with a graduate degree or higher.

STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

SAT Benchmarks

Table 6

Percentage of the 2010 Cohort (Sample 3) that Obtained the Benchmark: By Demographic Variables

Demographic Variables		Number	Obtained Benchmark (%)
Overall		1,457,489	43
Gender	Female	782,804	41
	Male	674,685	46
Race/Ethnicity	American Indian	8,295	35
	African American	191,566	15
	Asian American	133,531	56
	Hispanic	215,181	24
	White	817,915	53
	Other	39,769	42
	No Response	51,412	44
Best Language	English Only	1,181,661	46
	English & Another	214,827	31
	Another	31,337	26
	No Response	29,664	34
Parental Education	Less than High School	71,653	15
	High School	416,206	27
	Associate Degree	117,701	33
	Bachelor's Degree	393,374	52
	Graduate Degree	327,231	68

Discussion

In order for the United States to continue to prosper, it is imperative that all students have the access and opportunity to attend college and earn a college degree. Educators, families, communities, and policymakers all have the responsibility to ensure that all students, including those from low-income backgrounds, graduate from high school ready for college success (College Board, 2007). One barrier to achieving this goal is inadequate high school preparation that leaves many students unprepared for college-level work. This may result in students either failing to attend college or remediation for those who do attend. This has become particularly important in a globally competitive setting in which the United States finds its 15 and 16-year-old students failing to keep pace with the gains of international students (OECD Programme for International Student Assessment, 2009). The challenge for the United States will likely increase in the coming years as a larger percent of traditionally underserved students enter the school system.

Given these trends, the College Board has embarked on a series of initiatives centered on increasing the number of students who are ready and able to attend college. One important part of this challenge is to develop empirical measures to identify if students are ready for college. The goal is to provide states, districts, administrators, teachers, parents, and students with information regarding students' preparedness for and ability to succeed in college. The SAT benchmarks described in this report were created to establish a threshold for students that, if met, would ensure a reasonable probability of college success and eventual completion.

SAT Benchmarks

The SAT benchmarks are designed to measure the college readiness of high school students, using the SAT, a college entrance examination taken by nearly 1.45 million students in all 50 United States and the District of Columbia. The SAT benchmark determined in this study was 1550 for the composite. Individual benchmark scores were also calculated for the critical reading, mathematics, and writing sections to provide indicators of student proficiency in each of these subjects, resulting in a benchmark score of 500 on each section. In the 2010 cohort of college-bound students, 43 percent met the SAT college readiness benchmark. This report provided evidence to validate the use of the benchmark for assessing college readiness by showing the association of the benchmarks with other measures of student performance in high school and college. Specifically, students meeting the benchmark of 1550 on the SAT:

- are more likely to enroll in college and are more likely to enroll in a four-year as opposed to a two-year college;
- are more likely to be retained for their second and third year of college;
- earn a higher FYGPA, on average, compared to those not meeting the benchmark; and
- are more likely to have earned higher grades in high school, are more likely to have taken a core curriculum, and are more likely to have taken rigorous courses in high school.

In addition, students meeting the benchmark on the SAT critical reading and writing sections are more likely to score a 3 or higher on an AP Exam in English; and students meeting the benchmark on the SAT mathematics section are more likely to score a 3 or higher on an AP exam in mathematics.

The SAT benchmarks have several advantages, including the ability to easily measure the college readiness of students; the potential for enhanced aggregate reporting to assist schools and districts; and the ability to provide early indicators of college readiness. In addition, the SAT benchmark could prove useful in assessing changes in student preparedness over time. Additionally, academic behaviors associated with benchmark attainment could be identified and encouraged on a wide scale. For example, a discovery that a particular course sequence in mathematics is positively associated with achieving the SAT-M benchmark could suggest benefits in introducing the sequence to more students.

PSAT/NMSQT benchmarks in the 10th and 11th grade have also been created by linking PSAT/NMSQT scores to SAT benchmark scores. The goal is to provide information as to whether younger high school students are on track to be ready for college (see Proctor, Wyatt, & Wiley, 2010). By extending indications of college readiness to 10th and 11th grade, more time would be available to assist students in academic need. Because 1.5 million students take the PSAT/NMSQT as juniors and 1.5 million take the exam as sophomores, this tool has the potential to assist a large number of students in becoming ready for college. A 10th-grade PSAT/NMSQT benchmark score of 145 (60–240 scale) and an 11th-grade PSAT/NMSQT benchmark score of 152 indicate that a student is on track to meeting the SAT benchmark. For students testing in the 2009-10 academic year, only 27 percent of sophomores and 38 percent of juniors were on track to meet the SAT benchmark (Proctor et al., 2010). These results provide the opportunity to give increased academic support to students not currently on the path to. Additionally, the College Board has developed ReadStep as an assessment for students to be administered in the eighth grade. A link is currently being developed between ReadStep and the PSAT/NMSQT benchmark scores, allowing early indicators to be calculated for eighth-grade students. The development of an eighth-grade indicator could provide additional benefits by enabling early intervention for students who may require extra support.

SAT Benchmarks

Limitations

One limitation of the proposed SAT benchmark is that students intending to attend college are more likely to take the SAT and generally have stronger academic credentials than those not taking the exam. This effect is likely to be magnified in states where a low percentage of the student population take the exam, since SAT takers in those states are likely to be high achievers and are less representative of the total student population. However, in schools, districts, and states where a high percentage of students take the SAT, the college readiness benchmark should be an accurate indicator of group preparedness.

While the SAT college readiness benchmark can be an accurate indicator of the academic preparedness of students, it does not consider other noncognitive factors such as motivation and persistence, which are also linked to success in college. Due to the omission of noncognitive factors and other measures of high school achievement, the benchmark is designed to evaluate the aggregate readiness of a group of students rather than the individual student. When evaluating the individual student, the SAT should not be the only piece of information considered in making decisions on readiness for college. Other measures of academic performance and other factors should be considered in conjunction with the SAT. These factors may traditionally include HSGPA, the difficulty of high school course work, letters of recommendation, a personal statement, and extracurricular activities.

Future research should examine the stability of the benchmarks over time, across different student subgroups, different types of postsecondary institutions, and across college majors. Finally, other outcome measures, in particular college graduation as well as certain nonacademic measures of college success, should be examined in relationship to the benchmarks.

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**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

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STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

Appendixes

Appendix A

Comparison of Sample 1 to Population of Four-Year Institutions by Key Variables: Variable, Class, Population, Sample, Sample N				
Variable	Class	Population	Sample	Sample N
Region of the U.S.	Midwest	16%	16%	18
	Mid-Atlantic	18%	21%	23
	New England	13%	18%	20
	South	25%	14%	15
	Southwest	10%	13%	14
	West	18%	18%	20
Selectivity	Admits under 50%	20%	19%	21
	Admits 50 to 75%	44%	57%	63
	Admits over 75%	36%	24%	26
Size	Small	18%	22%	24
	Medium to large	43%	37%	41
	Large	20%	17%	19
	Very large	19%	24%	26
Control	Public	57%	46%	51
	Private	43%	54%	59

STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

Appendixes

Appendix B

Percent of the 2010 Cohort (Sample 3) Meeting the SAT Benchmark by Academic Rigor Index (ARI)

ARI	N	Percent Meeting Benchmark
0	3,439	12
1	8,102	10
2	19,382	9
3	39,604	10
4	65,463	11
5	87,461	13
6	93,649	17
7	92,579	22
8	84,054	29
9	74,231	35
10	66,737	42
11	61,469	49
12	56,719	55
13	53,475	61
14	49,644	66
15	46,838	71
16	43,780	76
17	41,010	80
18	37,310	84
19	33,459	88
20	28,919	91
21	23,505	93
22	17,773	95
23	11,924	97
24	7,205	98
25	3,152	98

Appendix C

Student Performance on English Advanced Placement (AP) Exams for Those Meeting and Not Meeting the SAT-CR Benchmark

AP Exam		Percent Distribution by AP Score					Number
		1	2	3	4	5	
English Language	Did Not Meet Benchmark	40	51	9	0	0	49,108
	Met Benchmark	2	20	36	26	16	198,713
English Literature	Did Not Meet Benchmark	36	57	6	0	0	47,310
	Met Benchmark	2	24	36	26	12	207,563

STATE DEPARTMENT OF EDUCATION

JUNE 21, 2012

Appendixes

Appendix D

Student Performance on English Advanced Placement (AP) Exams for Those Meeting and Not Meeting the SAT-W Benchmark

AP Exam	Percent Distribution by AP Score						Number
		1	2	3	4	5	
English Language	Did Not Meet Benchmark	35	50	13	1	0	57,003
	Met Benchmark	2	19	36	27	16	190,818
English Literature	Did Not Meet Benchmark	32	56	11	1	0	55,545
	Met Benchmark	2	23	36	27	12	199,328

Appendix E

Student Performance on Mathematics Advanced Placement (AP) Exams for Those Meeting and Not Meeting the SAT-M Benchmark

AP Exam	Percent Distribution by AP Score						Number
		1	2	3	4	5	
Calculus AB	Did Not Meet Benchmark	88	6	4	1	0	10,745
	Met Benchmark	27	12	19	18	24	167,219
Calculus BC	Did Not Meet Benchmark	75	8	11	4	2	513
	Met Benchmark	11	6	18	16	49	61,196
Statistics	Did Not Meet Benchmark	78	15	6	1	0	9,635
	Met Benchmark	16	18	25	25	15	88,555

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ACT – SAT Concordance Tables

In 2005, the College Board added a required Writing test to the SAT and ACT added an optional Writing test to the ACT. Before 2005, the ACT and the College Board had periodically produced concordance tables to assist admissions officers who wanted to understand how students of comparable ability would score on the two college entrance examinations. Given the changes to both respective tests, the College Board and ACT are now providing updated concordance tables that are appropriate to the current versions of the two tests.

Students who take the SAT receive three separate test scores: Critical Reading, Writing and Mathematics. Students who take the ACT receive a Composite ACT score and four subscores (Reading, English, Math and Science). Students who take the ACT Plus Writing receive the ACT Composite with the corresponding four subscores (Reading, English, Math and Science) and also receive a Writing subscore and a Combined English/Writing subscore.

Two separate concordance tables have been developed:

- Table 1 provides a concordance between the **ACT Composite Score and the sum of SAT Critical Reading and Mathematics** scores for 300,437 students.
- Table 2 provides a concordance between the **ACT Combined English/Writing Score and the SAT Writing Score** for 190,148 students who completed the ACT Plus Writing.

Both tables are based on scores from students who took both tests between September 2004 (for the ACT) or March 2005 (for the SAT) and June 2006. Students in the sample represent the first high school graduating cohort since the introduction of the SAT with Writing and the optional Writing section on the ACT. The sample includes students who completed both tests and were matched across ACT and SAT files.

While the ACT and the SAT are different tests, these two tables are provided to help the education community better understand how students of comparable ability will score on the two tests.

NOTES TO CONSIDER

A research report describing the sample, methodology and results will be published by ACT and the College Board in the coming months. Additional information and updates will be made available on the Web sites of ACT (www.act.org) and College Board (www.collegeboard.org). The following notes and cautions should be considered before using the tables.

- Because the SAT score scale has more score points than the ACT, a single ACT Composite score concords to a range of SAT scores. In each of the tables, a range of SAT scores is concorded to a single ACT score. For example, in Table 1, the

STATE DEPARTMENT OF IDAHO
JUNE 21, 2012

SAT (Critical Reading plus Mathematics) scores of 980 to 1010 are all concorded to an ACT Composite score of 21. For those users who want to concord an ACT score to a single SAT score point, the most appropriate SAT score point within the range is provided. In this example, an ACT Composite score of 21 is concorded to a single SAT score of 990.

- Many students do not take the ACT Plus Writing. Consequently, the sample used for Table 2 is more restricted than the sample for the other table. Students who took the ACT Plus Writing appear to differ from the total group of ACT test-takers in terms of ability and other relevant factors.
- Concordance tables are dependent upon the sample used to establish the relationship between the two sets of scores. The ACT-SAT tables are based on an entire cohort of students who completed both tests, but this sample is not representative of either all ACT or SAT test-takers. The tables, therefore, may not be appropriate for use with scores from students who take either ACT only or SAT only. Overall, a student who receives a score on one test will not necessarily obtain the concorded score on the other test.

Table 1
Concordance between ACT Composite Score and
Sum of SAT Critical Reading and Mathematics Scores

SAT CR+M (Score Range)	ACT Composite Score	SAT CR+M (Single Score)
1600	36	1600
1540-1590	35	1560
1490-1530	34	1510
1440-1480	33	1460
1400-1430	32	1420
1360-1390	31	1380
1330-1350	30	1340
1290-1320	29	1300
1250-1280	28	1260
1210-1240	27	1220
1170-1200	26	1190
1130-1160	25	1150
1090-1120	24	1110
1050-1080	23	1070
1020-1040	22	1030
980-1010	21	990
940-970	20	950
900-930	19	910
860-890	18	870
820-850	17	830
770-810	16	790
720-760	15	740
670-710	14	690
620-660	13	640
560-610	12	590
510-550	11	530

Note: Derived using ACT sum.

Table 2
Concordance between ACT Combined English/Writing Score
And SAT Writing Score

SAT Writing (Score Range)	ACT English/Writing Score	SAT Writing (Single Score)
800	36	800
800	35	800
770-790	34	770
730-760	33	740
710-720	32	720
690-700	31	690
660-680	30	670
640-650	29	650
620-630	28	630
610	27	610
590-600	26	590
570-580	25	570
550-560	24	550
530-540	23	530
510-520	22	510
480-500	21	490
470	20	470
450-460	19	450
430-440	18	430
410-420	17	420
390-400	16	400
380	15	380
360-370	14	360
340-350	13	340
320-330	12	330
300-310	11	310

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

SUBJECT

Requesting excision of territory from Lakeland School District for annexation into Coeur d' Alene School District.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.01.050 and Section 33-308, Idaho Code

BACKGROUND/DISCUSSION

The Coeur d' Alene School District 271 is requesting an excision of territory from Lakeland Joint School District. Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. Additionally, the excision of the territory that is proposed should not leave a School District with a bonded debt in excess of the limit then prescribed by law.

The State Board of Education has adopted rules at IDAPA 08.02.01.050 which includes criteria for the review of the Petition of Excision and Annexation and a hearing process to gather public comment for purposes of the Hearing Officer making recommendations to the State Board of Education.

The State Department of Education hired Edwin Litteneker, Attorney at Law, to act as the hearing officer for this petition.

A hearing was conducted on May 3, 2012, by the hearing officer for purposes of gathering public comment on the proposed change in the boundaries of the Lakeland School District No. 272 and the Coeur d' Alene School District No. 271 at the Atlas Elementary School in Hayden, Idaho.

Approximately 27 people attended the hearing on May 3, 2012 and 4 of the people in attendance offered comment. The proceedings were taped by the hearing officer and made part of the official record.

The hearing officer concluded the petition qualifies and meets the statutory provisions of Idaho Code 33.308 and further that the Petition is in the best interest of the children residing in the Balsar Estates area and the State Board of Education approve the petition to go to the voters of the area.

IMPACT

Balsar Estates is a subdivision consisting of 20 homes and 20 elementary age students. This is equivalent to one support unit in the public schools funding formula. The net taxable value for Balsar Estates is \$4,258,417.

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

It is the south half, Tract 203, Tract 210, being a portion of the NE ¼ Sec. 21, T.51N., R.4W., B.M., City of Hayden, Kootenai County, Idaho.

ATTACHMENTS

Attachment 1 – Findings of Fact, Conclusions of Law and Recommendations	Page 3
Attachment 2 - Lakeland Joint School District Petition	Page 9
Attachment 3 - Coeur d' Alene School District Petition	Page 11
Attachment 4 – Legal descriptions, boundaries and maps	Page 17

BOARD ACTION

I move to accept the findings and conclusions of the hearing officer and to approve the excision and annexation of property from the Lakeland School District to the Coeur d'Alene School District.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

**BEFORE THE HEARING OFFICER FOR THE
STATE BOARD OF EDUCATION**

In the matter of the petition requesting)	
The excision of territory from)	
Lakeland School District No. 272,)	
)	FINDINGS OF FACT, CONCLUSIONS
)	OF LAW AND RECOMMENDATION
And annexing said territory into)	
)	
)	
Coeur d' Alene School District No. 271,)	
)	
District.)	
_____)	

INTRODUCTION

A Hearing was conducted on May 3, 2012, by Hearing Officer, Edwin L. Litteneker, appointed by the State Board of Education for purposes of gathering public comment on the proposed change in the boundaries of the Lakeland School District No. 272 and the Coeur d' Alene School District No. 271 at the Atlas Elementary School in Hayden, Idaho.

Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the approval of a Petition to change the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. Additionally, the excision of the territory that is proposed should not leave a School District with a bonded debt in excess of the limit then prescribed by law.

The State Board of Education has adopted rules at IDAPA 08.02.01.050 which include criteria for the review of the Petition for Excision and Annexation and a hearing process to

**FINDINGS OF FACT, CONCLUSIONS
OF LAW AND RECOMMENDATIONS**

1

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

gather public comment for purposes of the Hearing Officer making recommendations to the State Board of Education.

Approximately 27 people attended the hearing on May 3, 2012, 23 of people in attendance signed up on the signup sheets which are included in the record. Four people offered comment. The proceedings were tape recorded by the Hearing Officer and the tape is made part of the Record and is transmitted to the State Board of Education.

FINDINGS OF FACT

1. A Petition was presented by the property owners within the Balsar Estate subdivision in Hayden, Idaho requesting to excise a portion of the Lakeland School District which lies within Kootenai County, Idaho and annex that area into the Coeur d' Alene School District No. 271.
2. The Petition proposes to excise a small neighborhood known as Balsar Estates just west of Atlas Road north of Honeysuckle Avenue and south of Hayden Avenue. The Balsar Estates subdivision is located in the City of Hayden and consists of approximately 20 homes with approximately 20 elementary school age children.
3. Currently the neighborhood is in the Lakeland School District. Atlas Elementary which is in the Coeur d' Alene School District is located approximately two blocks from the Balsar Estate subdivision.
4. Several of the School aged children in the Balsar Estates already attend the Coeur d' Alene School District based upon the Coeur d' Alene School District's open enrollment provisions. However, the remaining school age children residing within the Balsar Estates subdivision are bused to various Lakeland Schools.

**FINDINGS OF FACT, CONCLUSIONS
OF LAW AND RECOMMENDATIONS**

2

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

5. The Coeur d' Alene School District considered the Petition on February 6, 2012 and recommended approval of the request for annexation.
6. The Lakeland School District Board of Trustees considered the Petition on February 21, 2012 and voted to recommend the excision of the property from the Lakeland School District.
7. Parents of school age children in the Balsar Estates neighborhood were in favor of their children attending the Coeur d' Alene Schools and on the comments offered at the Hearing.
8. There was no testimony that the Lakeland School District would be left with a bonded indebtedness in excess of the limit provided for by law. The Record reflects that a sufficient number of electors signed the Petition pursuant to I.C. § 33-308.

CONCLUSIONS

1. There are no issues of bonded indebtedness in excess of the limit provided for by law, IDAPA 08.02.01.050.03A.
2. The Students in the area proposed to be excised and annexed are immediately adjacent to the Atlas Elementary School in the Coeur d' Alene School District. Presently the school age children in the area described are bused a minimum of eight miles to the Lakeland School District. Based upon the safety and distance of the children from the applicable schools, the proposed alteration of the school district boundaries is in the best interests of the students residing in the area described in the Petition. IDAPA 08.02.01.050.03(b)(i).
3. Both School Districts, the Lakeland School District and the Coeur d' Alene School Districts recommended the approval of the excise and annexation. Parents of school age children indicated that a change in boundary would benefit the school age children. The views of the interested parties as to the interests of the children residing the area to be excised are not at

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

issue and such a change in the boundaries would be in the best interests of the children.


IDAPA 08.02.01.050.03(b)(ii).

4. The present boundary arrangement requires the children in the Balsar Estates to travel outside their neighborhood to attend school. It would be in the elementary aged children's best interests to be able to attend a school that is within two blocks of their home consistent with other school age children in the surrounding neighborhood. IDAPA 08.02.01.050.03(b)(iii).
5. The Coeur d' Alene School District Superintendent indicated that there was no concern about the capacity of the Atlas Elementary to accept additional students. Additionally the proposed change in boundaries would not affected the middle or high schools in the Coeur d' Alene School District. Further, the Coeur d' Alene School District and the Lakeland School District Board of Trustees supported the change in boundaries. The proposed boundary adjustment would positively influence the adjustment of the school age children to their home and neighborhood environment. IDAPA 08.02.01.050.03(b)(iv).

RECOMMENDATION

The Record supports a conclusion that the statutory and rule provisions to regarding the excision and annexation have been met. It is therefore recommended to the State Board of Education that the Petition qualifies and meets the statutory provisions of Idaho Code § 33-308 and further that the Petition is in the best interest of the children residing in the Balsar Estates area. Finally, it is recommended that the Petition be approved and that the election be set for purposes of the elector's consideration of the proposed boundary change.

DATED this 11 day of May 2012.



Edwin L. Litteneker
Hearing Officer

**FINDINGS OF FACT, CONCLUSIONS
OF LAW AND RECOMMENDATIONS**

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

 X Mailed by regular first class mail,
And deposited in the United States
Post Office

 Sent by facsimile.

 Sent by Federal Express, overnight
Delivery

 Hand delivered


To:

Hazel Bauman
Coeur d' Alene School District #271
311 N. 10th Street
Coeur d' Alene, Idaho 83814-4299

Balsar Estates property owners
c/o of Corey & Rebekah Comstock
3226 Magistrate Loop
Hayden, Idaho 83835

Mary Ann Ranells, Lakeland
Lakeland Joint School District # 272
15506 N. Washington Street
P.O. Box 39
Rathdrum, Idaho 83858

On this 11 day of May, 2012.



Edwin L. Litteneker

FINDINGS OF FACT, CONCLUSIONS
OF LAW AND RECOMMENDATIONS

5

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STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012



LAKELAND JOINT SCHOOL DISTRICT #272

15506 N. Washington Street P.O. Box 39

Rathdrum, Idaho 83858

Phone: 208.687.0431 Fax: 208.687.1884 Web: lakeland272.org

February 22, 2012

Department of Education
Superintendent Tom Luna
PO Box 83720
Boise, ID 83720-0027

Dear Superintendent Luna:

Pursuant to Idaho Code 33-308, we are forwarding to the State Board of Education a petition requesting excision of an area from Lakeland Joint School District 272 and annexation into the Coeur d'Alene School District 271.

The Lakeland Board of Trustees at their regular board meeting held on February 21, 2012 addressed the petition. Trustee Brian Wallace moved to approve the annexation request into the Coeur d'Alene School District No. 271 submitted by the Owners in the Balsar Estates Subdivision as described in the annexation request with no changes. Trustee Tim Skubitz seconded the motion. Upon vote, the motion was approved unanimously by all board members who were present.

If you should have any further questions, please don't hesitate to contact our office at 208-687-0431.

Respectfully,

Brook A. Cunningham, Clerk of the Board
Lakeland Joint School District No. 272

Enclosure: Balsar Estates Annexation Request

RECEIVED

FEB 29 2012

Deputy Attorney General
State Dept. of Education

committed to academic excellence ... dedicated to student success

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

January 11, 2012

To: Dr. Mary Ann Ranells
Lakeland School District Superintendent

Mr. Brad Murray
Lakeland School District Assistant Superintendent

Board of Trustees

RECEIVED

JAN 12 2012

2012

From: Owners in the Balsar Estates Subdivision

Dr. Ranells, Mr. Murray, and Board of Trustees,

Balsar Estates is a small neighborhood just west of Atlas Road north of Honeysuckle Avenue and south of Hayden Avenue. We are located in the city of Hayden and pay our taxes to Hayden. We are a small subdivision (twenty homes) of several families with approximately twenty elementary school age children. Currently this neighborhood is zoned for the School District No. 272 of Kootenai County, Idaho commonly referred to as Lakeland School District. Atlas Elementary which is zoned in the Coeur d'Alene School District is only two blocks from where we are. Our children are currently being bused to Lakeland Schools. When the zones were last established this development was open farm land. We would like to see Balsar Estates re-zoned into the School District No. 271 of Kootenai County, Idaho commonly referred to as Coeur d'Alene School District.

We would like to be included in the Coeur d'Alene school system and community. We would like to see our children included in the regular enrollment each year, rather than going through the stress of a transfer request to get our children into their neighborhood school. This request is being brought to the attention of the school district because we are Hayden residents and our neighborhood school is within walking distance. Also, we believe we should have an opportunity to vote on school levies and bonds in the city we live in.

We believe that it is in the best interest of the children residing in our neighborhood to go to school in their own neighborhood and city. We thank you for your consideration and support.

Respectfully,

Balsar Estates Owners

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012



School District 271

DISTRICT ADMINISTRATIVE CENTER
311 N. 10th Street, Coeur d'Alene, Idaho 83814-4299

OFFICE (208) 664-8241
FAX (208) 664-1748
www.cdaschools.org

February 13, 2012

Tom Luna, Superintendent of Public Instruction
Idaho State Department of Education
PO Box 83720
Boise, ID 83720-0027

RE: Idaho Code 33-308 Petition to Excise property from Lakeland School District No. 272 and
annex the same to Coeur d'Alene School District No. 271

Dear Superintendent Luna,

Please be advised that the Board of Trustees of Coeur d'Alene School District No. 271, at a duly noticed and constituted meeting held on February 6, 2012, reviewed the Petition of Petitioners, a copy of which is enclosed, before five members of the Board of Trustees. By Motion, second and unanimous vote, the Board of Trustees approved the petitioners request for annexation.

If you have additional questions, please feel free to contact me.

Sincerely,


Lynn M. Towne
Clerk, Board of Trustees

Encl: Petition for Annexation

RECEIVED

FEB 17 2012

Deputy Attorney General
State Dept. of Education

OUR MISSION... To provide every student an academically excellent education.

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

*Agenda – Page Two
02-06-12*

11b. Consideration of Action Items:

	TOTAL TIME
6:55 F. Petition for Annexation/Balsar Estates – Corey/Rebekah Comstock– Action <i>Board Response 5 min</i>	10 min
7:10 G. Board Policies – Hazel Bauman – 2 nd Reading/Action 551 – Drugs, Alcohol & Tobacco 611 – Academic Recognition 677 – Drivers Education 876 – Website District Expenditures 922 – Acquisition & Sale of Real Property 904 – Uniform Public School 568 – Student Suicidal Tendencies 631 – Dual Enrollment 524 – Student Driving Privileges 920 – Acquisition & Sale of Personal Property 927 – Excision & Annexation of Territory <i>Board Response 5 min</i>	10 min
7:25 H. Evaluation/Rehire of Superintendent – Board Chair - Action <i>Board Response 5 min</i>	5 min
7:35 I. New Course Proposals – Matt Handelman - Action Cardio Fit Intro to Digital Design & Yearbook College Prep Pottery 3 <i>Board Response 5 min</i> Percussion/Drumline Walk-Fit	5 min
7:45 J. Emergency Closure Day January 20, 2012 – Hazel Bauman – Action <i>Board Response 5 min</i>	5 min
11c. Reports:	TOTAL TIME
7:50 K. Call for Committee Reports	10 min
8:00 L. Schedule 2 nd Board meeting & Community Chat	5 min

Executive Session: Idaho Code 67-2345, Subsection (a) to consider hiring a public officer, employee, staff member or individual agent; (b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent or public school student; (c) to conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency; (f) to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.

12. Adjournment

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

01/23/2012 17:19 208-666-9211

DODSON-RAEON

PAGE 01

**DODSON & RAEON LAW OFFICES
ASSOCIATES IN THE PRACTICE OF LAW**

Charles M. Dodson, Attorney, ISB #2134
(208) 864-1577
James A. Raeon, Attorney, ISB #2075
(208) 765-5876

Eastlake Professional Suites
1424 Sherman Avenue
Suite 300
Coeur d'Alene ID 83814
Facsimile (208) 666-9211

January 23, 2012

Lynn Towne, Clerk
Board of Trustees
Coeur d'Alene School District No. 271
311 N. 10th Street
Coeur d'Alene ID 83814
Sent via facsimile: 664-1748

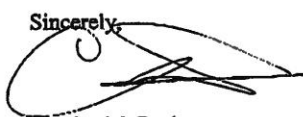
RE: Balser Estates Annexation/Excision

Dear Lynn:

I am in receipt of your fax of January 12, 2012 consisting of 24 pages regarding the Petition for Annexation/Excision of Balser Estates into Coeur d'Alene School District 271 and out of Lakeland Joint School District No. 272. While the cover page dated January 11, 2012 inaccurately portrays the neighborhood as being "zoned for School District No. 272" and Atlas Elementary being "zoned" in Coeur d'Alene School District No. 271, that error is not fatal to the Petition. In my review of the Petition, in accordance with the law I find that the elements of the Petition are appropriately set forth and meet the requirements of Idaho Code 33-308. Therefore, the Petition is valid and meets the statutory requirements. It may be placed on the Board of Trustees' agenda for their next ensuing meeting and addressed at that time. The Board may make its determinations based upon its observations and desires, noting that the Petition does meet the requirements of the law.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,



Charles M. Dodson
Attorney at Law

CMD/pl

cc: Dr. Mary Ann Ranells, Superintendent
Lakeland Joint School District No. 272
(Via facsimile 687-1884)

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

January 11, 2012

To: Ms. Hazel Bauman

 Coeur d'Alene School District Superintendent

 Mr. Matthew Handelman

 Coeur d'Alene School District Assistant Superintendent

 Board of Trustees

From: Owners in the Balsar Estates Subdivision

Ms. Bauman, Mr. Handelman, and Board of Trustees,

Balsar Estates is a small neighborhood just west of Atlas Road north of Honeysuckle Avenue and south of Hayden Avenue. We are located in the city of Hayden and pay our taxes to Hayden. We are a small subdivision (twenty homes) of several families with approximately twenty elementary school age children. Currently this neighborhood is zoned for the School District No.272 of Kootenai County, Idaho commonly referred to as Lakeland School District. Atlas Elementary which is zoned in the Coeur d'Alene School District is only two blocks from where we are. Our children are currently being bused to Lakeland Schools. When the zones were last established this development was open farm land. We would like to see Balsar Estates re-zoned into the School District No. 271 of Kootenai County, Idaho commonly referred to as Coeur d'Alene School District.

We would like to be included in the Coeur d'Alene school system and community. We would like to see our children included in the regular enrollment each year, rather than going through the stress of a transfer request to get our children into their neighborhood school. This request is being brought to the attention of the school district because we are Hayden residents and our neighborhood school is within walking distance. Also, we believe we should have an opportunity to vote on school levies and bonds in the city we live in.

We believe that it is in the best interest of the children residing in our neighborhood to go to school in their own neighborhood and city. We thank you for your consideration and support.

Respectfully,

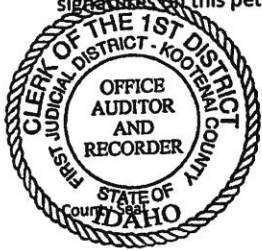
Balsar Estates Owners

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of ___Lakeland School District # 272, I, Clifford T. Hayes, County Clerk of
Kootenai County, hereby certify that 9

signatures on this petition are those of qualified electors.



Signed: 
County Clerk or Deputy

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STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

Current Boundary
Description

PROCEDURES: School District 271
Legal Description
Page 1 of 2

POLICY NO: 202-E

Kootenai County
Effective 12/02 (Property transfer)

COEUR D'ALENE SCHOOL DISTRICT NO. 271

BEGINNING at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 1½ miles to the SW corner of Sec. 10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¼ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¼ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east

SECTION 200: SCHOOL BOARD School District 271 Board Policy. The Board acknowledges all or in part: 1999 © Elaine Eberharter-Maki

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

PROCEDURES: School District 271
Legal Description
Page 2 of 2

POLICY NO: 202-E

approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Adopted: 11-22-99 Reviewed: 12-06-10 Revised: 08-04-03

SECTION 200: SCHOOL BOARD School District 271 Board Policy. The Board acknowledges all or in part: 1999 © Elaine Eberharter-Maki

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

New Legal Boundary

PROCEDURES: School District 271 POLICY NO: 202-E Legal Description Page 1 of 2

Kootenai County

Effective 12/02 (Property transfer)

COEUR D'ALENE SCHOOL DISTRICT NO. 271

BEGINNING at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 3/10 mile to a point on the existing North right-of-way line of Robison Avenue thence along said North right-of-way line, N 88° 35' 46" W a distance of 628.61 feet to a point; thence leaving said right-of-way, N 00° 49' 57" E a distance of 973.13 feet to a point; thence, S 88° 30' 58" E a distance of 638.61 feet to the existing West right-of-way of Atlas Road; thence north approximately 9/10 mile to the SW corner of Sec. 10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE ¼ of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east SECTION 200: SCHOOL BOARD School District 271 Board Policy. The Board acknowledges all or in part: 1999 © Elaine Eberharter-Maki

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

PROCEDURES: School District 271 POLICY NO: 202-E Legal Description Page 2 of 2
approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning. This description reflects the changes implemented with the annexation approved and effective December 12, 2002. Adopted: 11-22-99 Reviewed: 12-06-10 Revised: 08-04-03

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

Legal Name

POLICY TITLE: School District Name
POLICY NO: 202
PAGE 1 of 1

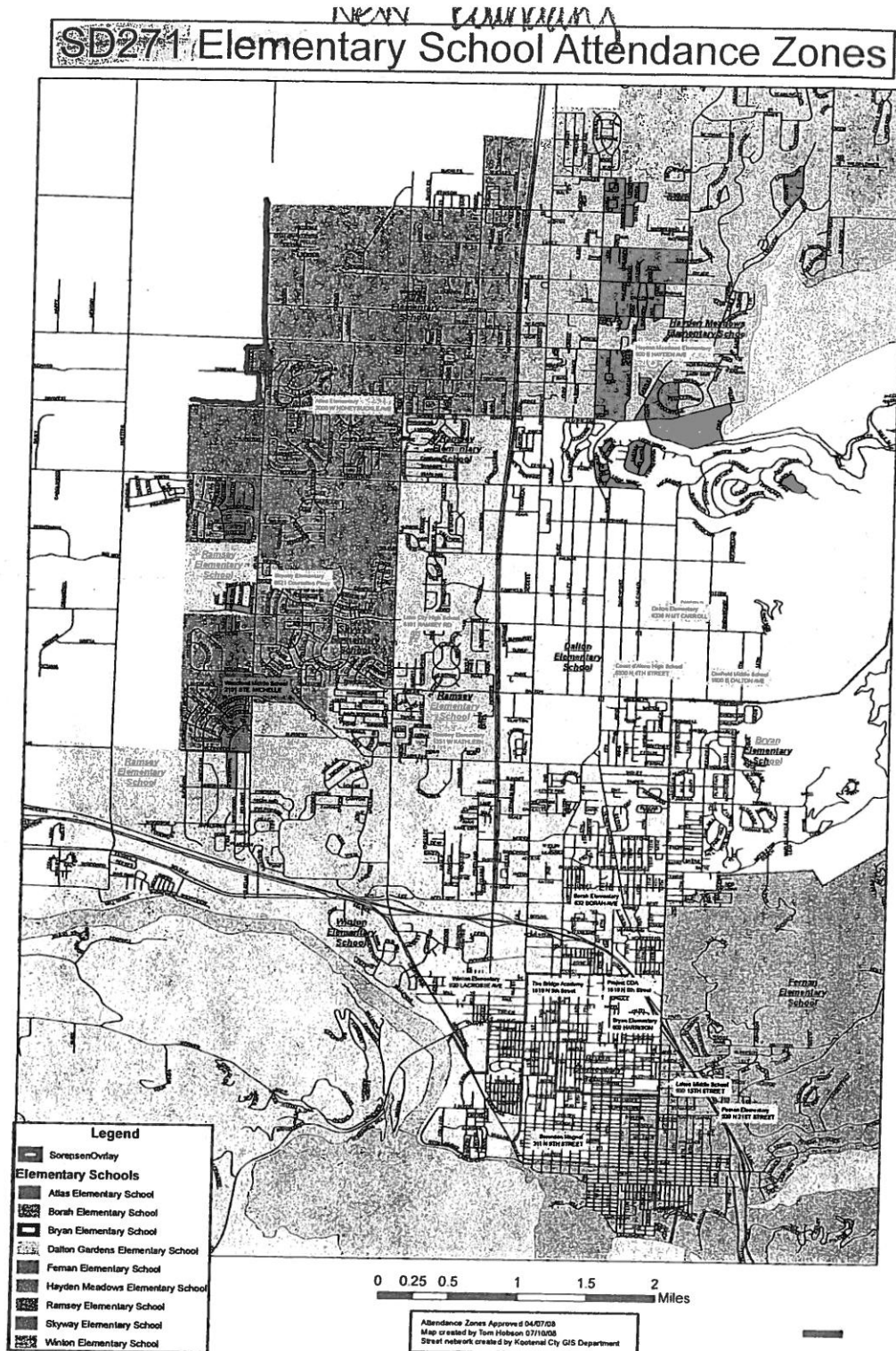
The legal name of the school district will be School District No. 271, Kootenai County, State of Idaho.
The administrative offices of the school district are located at 311 North 10th Street, Coeur d'Alene,
Idaho 83814.

LEGAL REFERENCE: Idaho Code Section 33-305

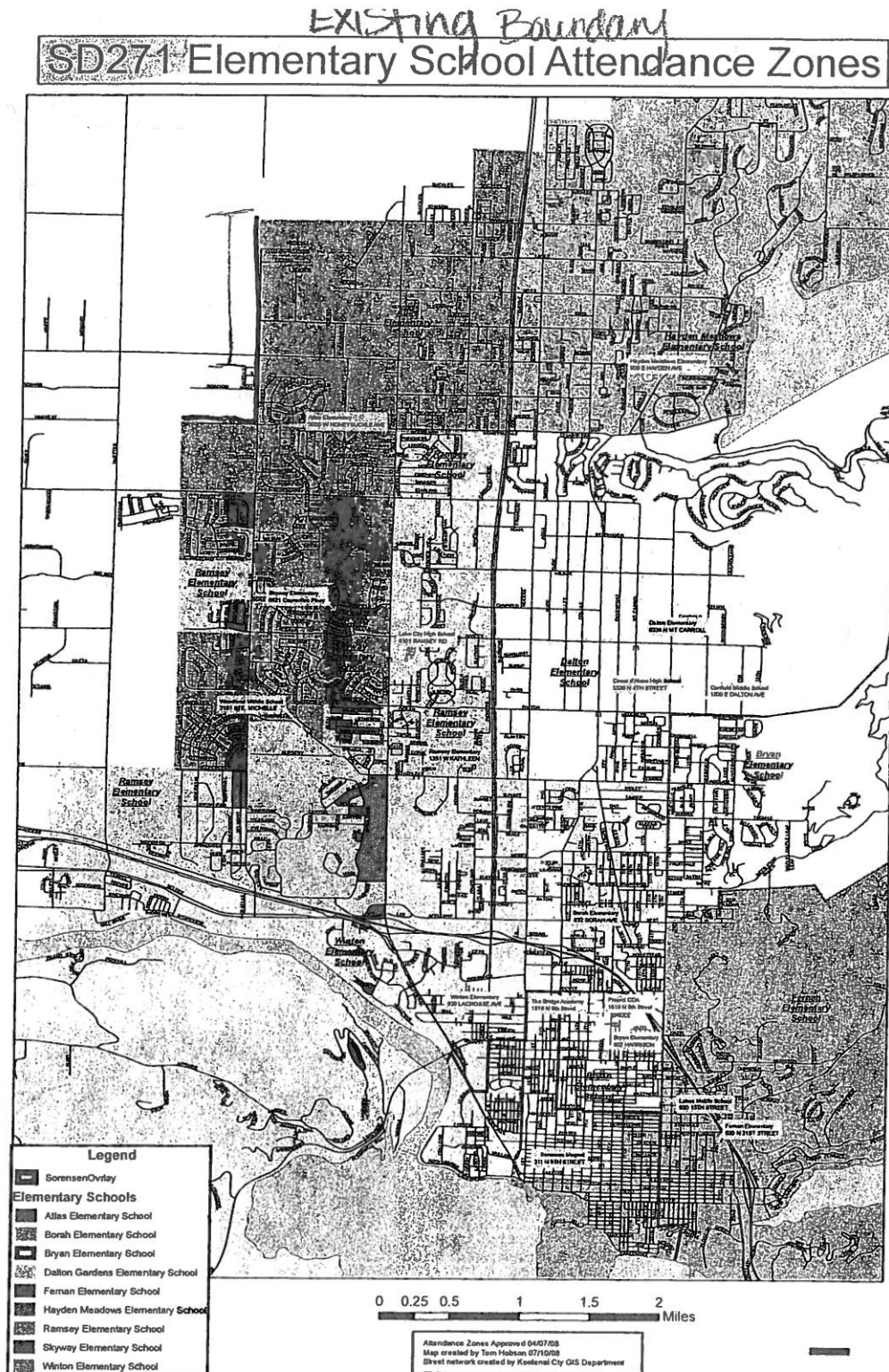
Adopted: 11-22-99 Reviewed: 12-6-10 Revised: _____

SECTION 200: SCHOOL BOARD School District 271 Board Policy. The Board acknowledges all or
in part: 1999 © Elaine Eberharter-Maki

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012



STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012



STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

Legal Name

Lakeland Joint School District No. 272

THE BOARD OF TRUSTEES

1010

Organization and Classification

The legal name of this District is Lakeland Joint School District No. 272, Kootenai County, State of Idaho. The District is classified as: A joint school district.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference: I.C. § 33-302
I.C. § 33-305
I.C. § 33-506

Classification of school districts.
Naming and numbering school districts.
Organization and government of board of trustees.

Policy History:

Adopted on: August 13, 2007
Revised on:

1010-1

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Current Boundary Description

Lakeland Joint School District No. 272

2011 Trustee Zones

7/15/11

**Lakeland Joint School District No. 272
School District Legal Description**

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ¾ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3½ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¼ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W; (Continued Next Page)

JP Stravens Planning Associates, Inc.

1

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

New Legal Boundary

Lakeland Joint School District No. 272 2011 Trustee Zones 7/15/11
JP Stravens Planning Associates, Inc.

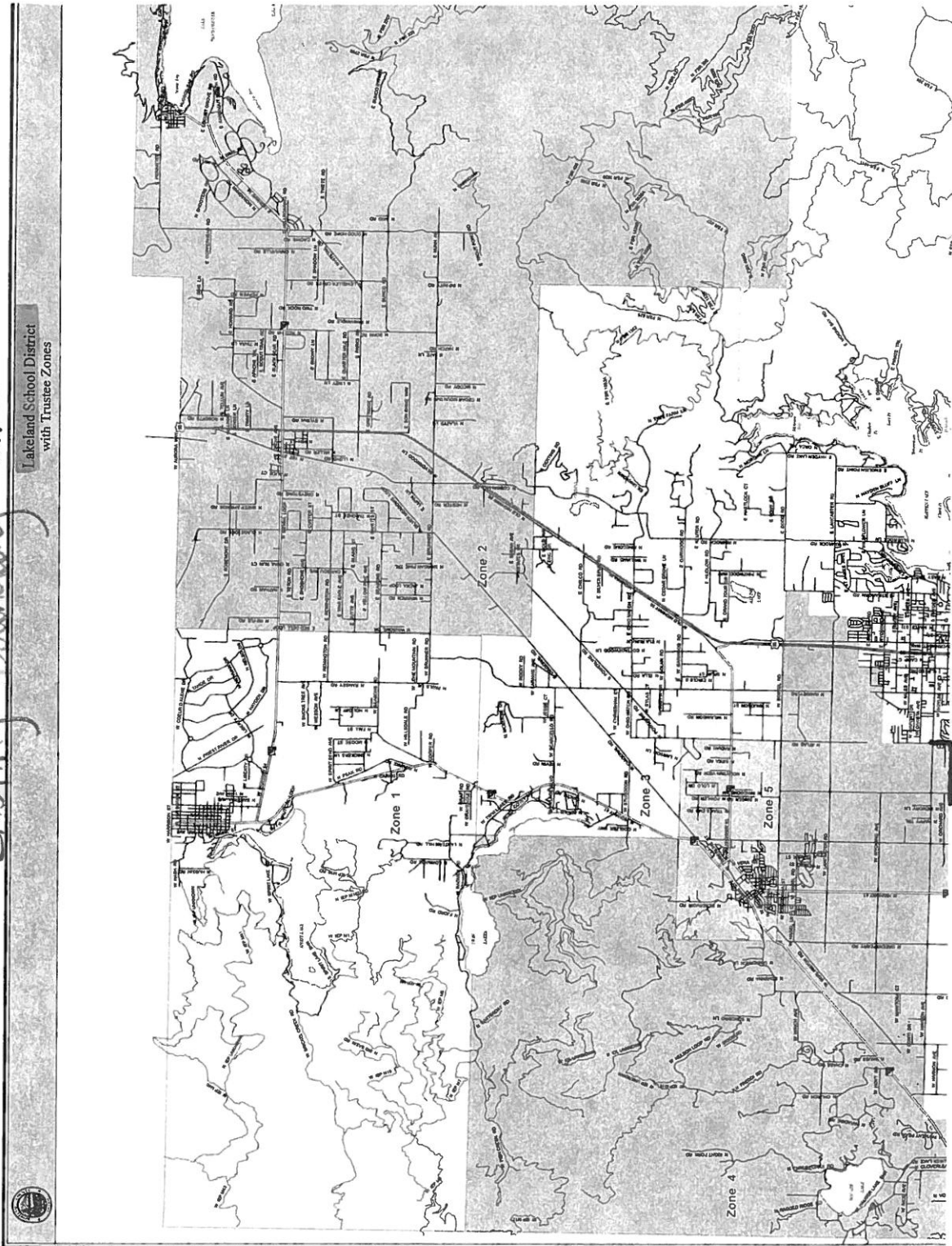
Lakeland Joint School District No. 272

School District Legal Description

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately $7\frac{1}{2}$ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east $\frac{1}{2}$ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South $\frac{1}{2}$ of the South $\frac{1}{2}$ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE $\frac{1}{4}$ of Section 30, T51N, R4W, except the North $\frac{1}{2}$ of the North $\frac{1}{2}$ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South $\frac{1}{2}$ and the South $\frac{1}{2}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$, the SW $\frac{1}{4}$ of the NE $\frac{1}{4}$, the South $\frac{1}{2}$ of the NW $\frac{1}{4}$ and the South $\frac{1}{2}$ of the South $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the NW $\frac{1}{4}$; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately $5\frac{1}{2}$ miles along the Kootenai-Bonner County line to the SW corner of the SE $\frac{1}{4}$ of Section 32, T54N, R3W; thence north $\frac{1}{2}$ mile to the center of said Section 32, T54N, R3W; thence east $\frac{1}{2}$ mile to the NE corner of the SE $\frac{1}{4}$ of Section 32, T54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east $8\frac{1}{4}$ miles to a point on the NW $\frac{1}{4}$ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south $\frac{1}{4}$ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west $3\frac{1}{2}$ miles more or less to the SW corner of Section 31, T52N, R3W; thence south $\frac{1}{2}$ to the SE corner of the NE $\frac{1}{4}$ of Section 1, T51N, R4W; thence west $\frac{1}{2}$ mile to the center of said Section 1, T51N, R4W; thence south $\frac{3}{4}$ mile more or less to the SE corner of North $\frac{1}{2}$ of the NW $\frac{1}{4}$ of Section 12, T51N, R4W; thence west $\frac{1}{2}$ mile to the east line of Section 11, T51N, R4W; thence south $\frac{1}{2}$ mile to the SE corner of the SW $\frac{1}{4}$ of Section 11, T51N, R4W; thence west $1\frac{1}{2}$ miles to the SE corner of Section 9, T51N, R4W; thence south approximately $9\frac{10}{10}$ mile to a point S $88^{\circ} 30' 58''$ W in the SE corner of the NE $\frac{1}{4}$ of Section 21, Twp. 51 N, R 4 WBM; thence west a distance of 638.61 feet to a point; thence south a distance of 973.13 feet to the existing West right-of-way of Atlas Road; thence west approximately $2\frac{4}{10}$ miles to the SW corner of the NW $\frac{1}{4}$ of Section 19, T51N, R4W; thence north $\frac{1}{2}$ mile to the SE corner of Section 13, T51N, R5W; thence west $4\frac{1}{2}$ miles to the NW corner of NE $\frac{1}{4}$ of Section 20, T51N, R5W; thence south $\frac{1}{2}$ mile to the center of Section 20, T51N, R5W; thence west $\frac{1}{2}$ mile to the NE corner of the SE $\frac{1}{4}$, Section 19, T51N, R5W; thence south $1\frac{1}{2}$ miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

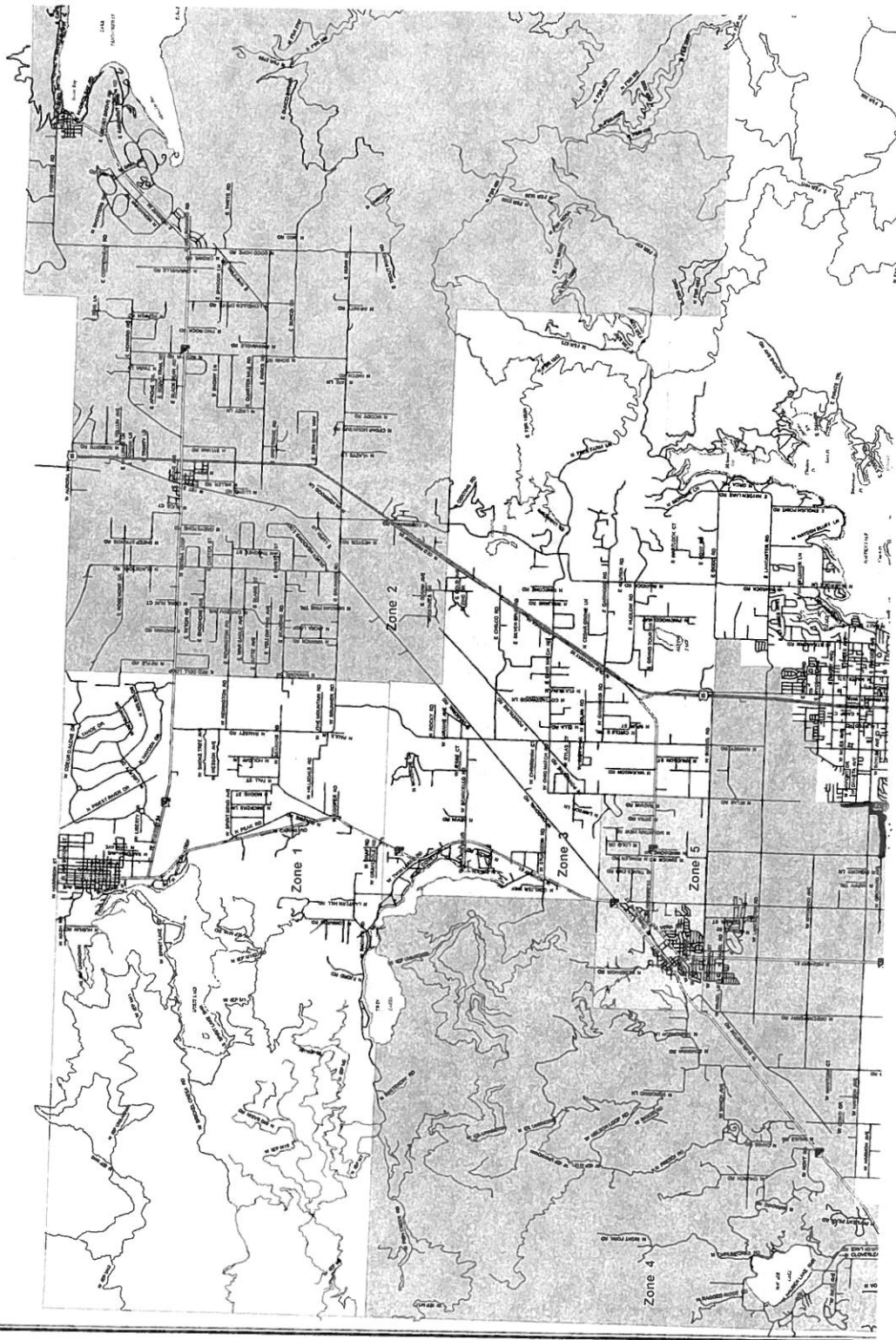
Existing Boundary 272



STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

New Boundary 212

Lakeland School District
with Trustee Zones



STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

SUBJECT

Northwest Nazarene University; Proposed Online Teaching Endorsement program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The field of online teaching and learning is showing a dramatic increase increasing the need for teachers with hands-on experience in the online environment.. The State of Idaho, recognizing this demand and desiring to assure qualified teachers in online programs, has implemented an Online Teaching Endorsement to support teacher certification in the content areas. This endorsement includes both coursework and internship in an online environment, identifying ten widely accepted state standards that must be met.

The School of Graduate Education of Northwest Nazarene University (NNU) requested approval from the Professional Standards Commission to implement an *Online Teaching Endorsement* program of study for professional certified teachers. This endorsement program also aligns with NNU's current *Curriculum and Instruction Master of Education* degree to provide an emphasis in *Online Teaching*.

Northwest Nazarene University's School of Graduate Education has mentored and instructed professional teachers and graduate students through the Curriculum and Instruction M.Ed. program since 1989 and through the Reading Online Program since 2004. Both of these graduate programs currently offer online courses, which fulfill the National Council for Accreditation of Teacher Education and Idaho State Education standards and requirements. The Online Teaching Endorsement courses would be offered to teachers to take online courses as a separate endorsement, or certified teachers could take the endorsement courses as part of a Master of Education Degree in Curriculum and Instruction (with an emphasis in online teaching). This would allow K-12 teachers two options to certify and achieve the skills required for an Online Teaching Endorsement.

The Endorsement Core of Online Teaching Courses (5) includes foundational courses based on the graduate curriculum and instruction degree standards as well as new courses specifically designed to assess online teaching artifacts and skills.

The Standards Committee of the Professional Standards Commission (PSC) conducted a new program approval desk review of the Online Teaching Endorsement program proposed by Northwest Nazarene University. Dr. Michael

STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012

Poe, Assistant Chair Department of Education, Graduate Studies, and Dr. Mary E. Jones, Director Curriculum and Instruction Online M.Ed. Program proposed their Online Teaching Endorsement program to the PSC Standards Committee. Through their comprehensive presentation, the PSC Standards Committee gained a clear understanding that all of the Idaho Standards for Online Teachers would be met and/or surpassed through the proposed program.

During its April 2012 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed Online Teaching Endorsement program offered through Northwest Nazarene University. With the conditionally approved status, NNU may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, Northwest Nazarene University must have all new programs reviewed for State approval.

ATTACHMENTS

Attachment 1 – NNU Proposed Online Teaching Endorsement
Attachment 2 - Online Teaching Endorsement Matrix

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

A motion to accept the Professional Standards Commission recommendation to conditionally approve the Online Teaching Endorsement program offered through Northwest Nazarene University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Proposed Online Teaching Endorsement Program of Study



NORTHWEST NAZARENE
UNIVERSITY

623 S. University Blvd.
Nampa, ID 83686

208.467.8341

4/5/2012

Dr. Paula Kellerer, Chair
Department of Education

Dr. Michael Poe, Assistant Chair
Department of Education, Graduate Studies

Dr. Mary E. Jones, Director
Curriculum & Instruction Online M.Ed. Program

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**



NORTHWEST NAZARENE
UNIVERSITY

Department of Education

Submitted by:

Dr. Paula Kellerer, Chair
Department of Education

Dr. Michael Poe, Assistant Chair
Department of Education, Graduate Studies

Dr. Mary E. Jones, Director
Curriculum & Instruction Online M.Ed. Program

The School of Graduate Education of Northwest Nazarene University (NNU) requests approval from the Professional Standards Committee to implement an *Online Teaching Endorsement* program of study for professional certified teachers. This endorsement program would also align with NNU's current *Curriculum & Instruction Master of Education* degree to provide an emphasis in *Online Teaching*.

Northwest Nazarene University's School of Graduate Education has mentored and instructed professional teachers and graduate students through the Curriculum & Instruction M.Ed. program since 1989 and through the Reading Online Program since 2004. Both of these graduate programs currently offer online courses, which fulfill NCATE and Idaho State Education standards and requirements. The Online Teaching Endorsement Courses would be offered for teachers to take online courses as a separate endorsement, or certified teachers could take the endorsement courses as part of a Master of Education Degree in Curriculum & Instruction (with an emphasis in Online Teaching). This would allow K-12 teachers two options to certify and achieve the skills required for an Online Teaching Endorsement.

The Endorsement Core of Online Teaching Courses (5) would include foundational courses based on the graduate Curriculum & Instruction degree standards as well as new courses specifically designed to assess online teaching artifacts and skills. A description of the proposed Online Teaching Endorsement Courses follows.

Online Teaching Endorsement Course Descriptions:

EDUC7533. Curriculum and Assessment (3)

This course explores historical, philosophical and contemporary issues of traditional and online curriculum design, including standards-based curriculum. Sound assessment practices will be explored, promoting the effective use of assessment as a teaching tool. Students will develop and analyze curriculum including assessment components.

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**



NORTHWEST NAZARENE
UNIVERSITY

EDUC 7528 Effective Online Teaching (3)

This course is designed for faculty who will be facilitating (teaching) an online course. Experiencing the online learning environment from a student's perspective, participants will explore the theoretical foundations and "best practice" principles of teaching and learning online. Topics include applying basic instructional design principles to teaching an online course; selecting pedagogical approaches to facilitate online learning; implementing strategies for conveying instructor presence and building an online learning community; exploring methods for integrating faith online; and using technology to effectively communicate and manage teaching activities in virtual environments. Participants will also explore legal issues related to the online learning environment, identify relevant institutional policies, procedures, support resources, and develop an online teaching philosophy and professional development plan.

EDUC 7526 Online Course Design (3)

This course is designed for faculty who are developing or redeveloping an online course. The course will provide an overview of the fundamentals of developing an online course based on best practices in instructional design and teaching and learning online. Participants will begin developing their own online course by defining specific goals and objectives, and creating course units that incorporate activities to address multiple learning styles, facilitate an online learning community, and assess student learning online.

EDUC 7529 Online Teaching Internship (5)

Students will demonstrate their ability to meet the needs of online learners using synchronous and asynchronous online learning tools. Students will demonstrate best practices in online instruction by promoting critical thinking in online students as they facilitate online discussions and group projects. Learners will explore various instructional strategies and digital assessments for use in the online classroom.

EDUC7562 Technology in Education (3)

This course is designed to help students gain an awareness of current and emerging educational and computer technologies and develop practical skills in integrating these technologies in educational settings. The course focuses on helping students acquire the skills necessary to demonstrate technology proficiency based on the "Proficient" level of the current ISTE NETS-T standards.

EDUC 7527 Theoretical Foundations of Online Education (3)

Students will be introduced to the theoretical foundations and current research on virtual learning environments. They will analyze, and discuss the theoretical implications for developing and facilitating successful online student learning.

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**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Online Teaching Endorsement Matrix

Idaho State Department of Education Online Teaching Endorsement Performance Standards:	Courses					
	EDUC7526 Online Course Design	EDUC7562 Technology in Education	EDUC7528 Effective Online Teaching	EDUC7533 Curriculum & Assessment	EDUC7527 Theoretical Foundations of Online Education	EDUC7529 Online Teaching Internship
	Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.					
Knowledge	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher understands the current standards for best practices in online teaching and learning.	1.2.4 DB Post (Formalize reflection) CDA: Self-Assessment Online Course Design	Classroom Technology Portfolio	Weekly Class readings and assignments	Online Curriculum Unit Project	Education theory and its effect on today's online classroom	Internship ePortfolio; online lesson plans; formative and summative assessments; formal self-reflections after each lesson taught
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.	1.2.4 DB Post (Formalize reflection)	Communication strategies	Online Teaching Philosophy Paper; Weekly online course assignments	Translation activity		Internship ePortfolio

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.	1.2.4 DB Post (Formalize reflection)	Unit Self-Assessments	Unit Self-Assessments; Online Teaching Philosophy Paper; Legal Aspects Paper;	Course self-assessment	Read and view materials provided focusing on historical, societal, and critical issues in Educational Technology	Online Toolbox of online instructional strategies; list of resources;
4. The online teacher understands the relationship between online education and other subject areas and real life situations.	CDA: Course Design Map	Classroom Technology Portfolio	Online Teaching Philosophy Paper; Weekly online course assignments	Course self-assessment		Online Toolbox of online instructional strategies; list of resources;
5. The online teacher understands the relationship between online teaching and advancing technologies.		Classroom Technology Portfolio	Self-Assessments; Online student video lesson/presentation	New tools for Assessment Research	Webquest; Reflection papers	Online Toolbox of online instructional strategies; list of resources; Research on online resources for achieving lesson objectives.
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.	CDA: Course Design Map	Classroom Technology Portfolio	Online video lesson/presentation	Online Curriculum Unit Project Online/hybrid Technology Tools	Reflection papers; Paper on educational theories and practical applications for online learning	Formal mentor evaluation and student feedback

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).	1.2.4 DB Post (Formalize reflection)	Unit 2 Digital Age Learning Experiences + Assistive Tech	Online Teaching Philosophy Paper; Weekly online course assignments	Online Curriculum Unit Project Delivery methods	Online class discussions; Paper on Theories	Formal mentor evaluation and student feedback; Online Toolbox
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.	CDA: Self-Assessment OCD CDA: Course Design Map CDA: Create an alternative online assessment	Classroom Blog; Wiki examples; Classroom Technology Portfolio	Online video lesson/presentation; online teaching evaluation rubric	Research on curriculum and instructional strategies for Online Curriculum Unit Project	Webquest research project	Online Toolbox; research on online formative and summative assessments; formal mentor evaluation and student feedback
2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).	CDA: Creating Community CDA: Plan to evaluate course effectiveness (expand)	Jing Videos Discussion group work Webinars Chat	Online video lesson/presentation; online teaching evaluation rubric	Adobe Connect - Video Conferencing Partner Activity	Webquest research project	Internship ePortfolio; Formal mentor evaluation and/or student feedback

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).	CDA: Course Design Map CDA: Create an alternative online assessment (?)	YouTube Videos - Webinars - Tool search	Online video lesson/presentation; Technical skills assessments	Online Wiki Lesson	Webquest research project	Three formal online lessons; reflections on selected readings; Internship ePortfolio; Formal mentor evaluation and/or student feedback
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).						Online facilitation and digital assistance for students; Internship ePortfolio; Formal mentor evaluation and/or student feedback
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.	CDA: Create an online unit CDA: Course Design Map	Multimedia, digital story creation assignments are modeled	Online video lesson/presentation; Online teaching evaluation rubric	Lesson Plans; Online Curriculum Unit Project		Lesson Plans with multimedia and technology tools; Toolbox of strategies; Internship ePortfolio; Formal mentor evaluation and/or student feedback

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.	Online Syllabus	Digital Citizenship Presentations	Online Legal issues Paper	Accessibility in Lesson Plans		Lesson Plans with multimedia and technology tools; Toolbox of strategies; Internship ePortfolio; Formal mentor evaluation and/or student feedback
Standard #2: <i>Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.</i>						
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).	1.2.4 DB Post (Formalize reflection)		Online video lesson/presentation; Online teaching philosophy	Flip Lesson Design and social learning	Webquest Research Project; Class discussions, responses and reflections to readings/articles/online content	Internship ePortfolio; Formal online lesson plans; Formal mentor evaluation and/or student feedback

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).	CDA: Learner Support Strategies Course Design Map	Readings and examples of using media and visual literacy	Online video lesson/presentation; Discussion and group activities; Online teaching evaluation rubric creation; Online teaching philosophy	Video Peer Review of Learning Strategies		Internship ePortfolio; Formal online lesson plans; Formal mentor evaluation and/or student feedback
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.	CDA: Learner Support Strategies			Paper on education theories/theorists in education/motivation/curriculum	Paper on education theories/theorists in education and technology	Mentor evaluation

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.	CDA: Analyze Situational Factors CDA: Learner Support Strategies CDA: Create an alternative online assessment		Online legal issues (e.g. accessibility) Paper	Learning Styles Assignment	Reflective history on educational technology	Internship ePortfolio; Formal online lesson plans; Formal mentor evaluation and/or student feedback
	Standard #3: <i>Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.</i>					

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Knowledge	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.	Quiz: Issues with MM Online CDA: Create a multimedia segment Online Syllabus		Online legal issues (e.g. accessibility) Graduate Paper	ADA + UD Lesson Plan (Accessibility for special needs students)		Internship ePortfolio; Formal online lesson plans; Formal mentor evaluation and/or student feedback
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.	Online Syllabus	Assistive Technology Blog Post	Online teaching evaluation rubric	Special Needs Student Assignment	Paper on education theories and the practical applications for online course instruction and development	Mentor evaluation; formal online lesson plans with assistive technology adaptations

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).	CDA: Learner Support Strategies Course Design Map CDA: Create an alternative online assessment		Weekly online discussion group and small group collaborative sessions on teaching in virtual and blended classroom environments (differentiated instruction).	Differentiated instruction Lesson Plan	Paper on education theories and the practical applications for online course instruction and development	Mentor evaluation; formal online lesson plans with assistive technology adaptations
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).		Parent Field Trip or event letter; blog and/or wiki for school communication		Community involvement + communication strategies displayed in student Curriculum Unit Projects		Reflection on parental or community involvement possibilities; Internship ePortfolio; Formal online lesson creation with parental involvement
	Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.					
Knowledge	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).	Course Design Map CDA: Create an alternative online assessment		Online teaching evaluation rubric; class discussions/evaluations; online video lesson/presentation	Discussion Summary Leader and course partner teamwork	Discussion boards; group work; Webquest; collaborative rubric	Internship ePortfolio; Formal online lesson creation; Mentor evaluation
2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.	CDA: Develop an online unit Online Syllabus		Online lesson evaluation in student's CMS; online teaching evaluation rubric		Submit summary of Module 2 assignments and reflect on epistemology.	Internship ePortfolio; Formal online lesson creation; Mentor evaluation
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).	Course Design Map CDA: Plan to evaluate course effectiveness (expand)		Online teaching evaluation rubric; peer review and discussion forums	Peer Review of Online Curriculum Unit Projects; Google Survey Assignment	Webquest; Rubric; discussion boards; peer review; small groups	Internship ePortfolio; Formal online lesson creation; Mentor evaluation

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)	Course Design Map Online Syllabus CDA: Create an alternative online assessment		Online teaching evaluation rubric; peer review and discussion forums; online teaching lesson video/presentation	Partner - small group work; discussion group peer review	Students participate in small group work; Webquest; discussions	Internship ePortfolio; Online Toolbox of instructional strategies; Formal online lesson creation; Mentor evaluation
3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).	Course Design Map Online Syllabus CDA: Create an alternative online assessment	Classroom Technology Portfolio	Self-assessment; skills assessments; online teaching evaluation rubric	Online Assessment tool search + review report	Theories and practical applications for online learning and the LMS are explored through papers, discussions, and small groups	Internship ePortfolio; Online Toolbox of instructional strategies; Formal online lesson creation; Mentor evaluation
	Standard #5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.					
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).	Online Syllabus CDA: Plan to evaluate course effectiveness (expand)		Legal issues graduate paper; online teaching evaluation rubric.	Digital etiquette in discussion forums and as a summary leader		Internship ePortfolio; Online Toolbox of instructional strategies; Formal online lesson creation; Mentor evaluation
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).	Online Syllabus CDA: Plan to evaluate course effectiveness (expand)		Online teaching evaluation rubric; Online lesson evaluation in student's CMS.			Student Interns tackle one student management task; Internship ePortfolio; Mentor evaluation
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).	Online Syllabus CDA: Plan to evaluate course effectiveness (expand)		Online teaching evaluation rubric; Online lesson evaluation in student's CMS.		Paper on theories and practical applications of online teaching and learning	Internship ePortfolio; Mentor evaluation

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.						
Knowledge	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.	CDA: Creating community using ANGEL & Connect (expand this to include sync.)		Online teaching evaluation rubric; Online lesson video/presentation; peer review discussions	Self-assessment of Web conferencing + discussion Leadership	Class discussions; Paper on educational theories and practical applications for online teaching and learning	Internship ePortfolio; Online Toolbox of instructional strategies; Discussion forum facilitation; Mentor evaluation
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher is a thoughtful and responsive communicator.		Peer review Web Conference	Peer review, small group, and online discussions		Peer review; small group work; online discussions; papers	Peer review, online discussions; mentor evaluation
2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).	CDA: Plan to evaluate course effectiveness		Peer review, small group, and online discussions	Self-assessment of Web conferencing + discussion Leadership	Peer review; small group work; online discussions	Online discussion facilitation and web conferencing

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.		Classroom Blog	Peer review, small group, and online and/or digital video discussions; Web presentations		Peer review; small group work; online discussions; graduate papers	Online discussion facilitation and web conferencing
4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).		Peer review Web Conference	Peer review and online discussions	Peer review Web Conference		Mentoring communication sessions; Online discussion facilitation and web conferencing
Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.						
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.	CDA: Self-Assessment OCD Online Syllabus CDA: Create an alternative online assessment CDA: Plan to evaluate course effectiveness		Student plans and delivers a lesson/presentation online; peer review of lessons	Online Curriculum Unit Project ; Peer Review of Project; Discussion forum in each unit based on curriculum segments		Internship ePortfolio; Formal online lesson creation and facilitation; discussion group facilitation; Mentor evaluation

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

2. The online teacher maintains accuracy and currency of course content, incorporates Internet resources into course content, and extends lesson activities.	CDA: Self-Assessment OCD	Classroom Technology Portfolio	Self-Assessment and peer review of each student's online lesson using the rubric	Student plans and develops an online, multimedia, subject- specific instructional unit.	Webquest; peer review; Paper describing the distinctions between current education theories and the practical applications for online course teaching and learning	Discussion posts are accurate and incorporate Internet resources and/or links.
3. The online teacher designs and develops subject-specific online content.	CDA: Create a multimedia segment (expand) CDA: Create an online unit (expand to fully complete)		Student plans and delivers a lesson online.	Student plans and develops an online, subject-specific instructional unit.		Student develops three formal online lesson plans with subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.	Course Design Map		Online teaching evaluation rubric; Creation of an online lesson	Online Curriculum Unit Project	Webquest; Paper describing the distinctions between current education theories and the practical applications for online course teaching and learning	Student plans and develops three formal multimedia, subject-specific online lessons with discussion and interactive content.
5. The online teacher designs course content to facilitate interaction and discussion.	CDA: Create an online discussion activity Online Syllabus		Self-Assessment and peer review of each student's online lesson with discussion using the rubric	Online Curriculum Unit Project	Peer Review; Small group work; Rubric development	Student plans and develops three formal multimedia, subject-specific online lessons with interactive content and discussion.

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

6. The online teacher designs course content that complies with intellectual property rights and fair use standards.	CDA: Create a multimedia segment (expand) Online Syllabus		Legal issues paper	Multimedia and fair use standards are addressed in the Online Curriculum Unit Project		Mentor evaluation of online teaching and lesson plans
	Standard #8: <i>Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</i>					
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.	Course Design Map CDA: Self-Assessment of OCD CDA: Design an online assessment (require) Online Syllabus CDA: Create an alternative online assessment	A variety of assessments and Student Self-Assessments are modeled.	Online teaching evaluation rubric; self-assessments; peer review; construction of an online lesson;	A variety of formative and summative assessments are included in the Assessment Plan segment of the Online Curriculum Unit Project	Graduate Paper on learning theories and practical applications for online teaching and learning.	Formative and summative assessment techniques are addressed in the Internship ePortfolio; the Toolbox; and online lesson plans. Mentor evaluated.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.	Journal - Academic Dishonesty Online CDA: Student Evaluation Plan CDA: Create an alternative online assessment		Legal issues paper;	Student Security and Safety activity; Research Activity to explore secure data and FERPA guidelines		Formative and summative assessment data security are addressed in the Internship ePortfolio; Mentor evaluated.

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

	Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.					
Knowledge	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).			Online teaching philosophy + professional development plan	Social media and online networking links assignment	Peer review and small group work modeled	Continuing professional development + PLCs; Mentor collaboration and evaluation.
2. The online teacher knows how educational standards and curriculum align with 21st century skills.	Course Design Map; Online Syllabus	Classroom Technology Portfolio	Demonstrated computer and technology application skills assessments.	Standards segment is aligned within the Online Curriculum Unit Project	Theories and educational standards are addressed in the course's readings, Annotated Bibliography, and discussions.	Internship ePortfolio; Online teaching; Online lesson plans; Mentor evaluated.
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).	Online Syllabus	Classroom Technology Portfolio	Graduate paper on Identify legal issues and challenges related to teaching and learning online.	Research activity to explore secure data, government policies, and FERPA guidelines	Theories, educational policies, and standards are addressed in the course's readings, Annotated Bibliography, and discussions.	Internship ePortfolio; Online teaching during Internship - Mentor evaluated.

**STATE DEPARTMENT OF EDUCATION
JUNE 21, 2012**

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.	Successful completion of course Online Syllabus		Online Lesson Delivery + Peer Review	Completion of the Online Curriculum Unit Project with instructional strategies; Discussion Summary Leader	Student experiences online course interaction and discussions. Successful strategies for online teaching are modeled.	Internship ePortfolio; Online teaching during Internship - Mentor evaluated.
3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.	Course Design Map; Online Syllabus	Classroom Technology Portfolio	Skills Assessments and the Graduate paper on Identify legal issues and challenges related to teaching and learning online.	Online Curriculum Unit Project	Theories, educational policies, and standards are addressed in the course's readings, Annotated Bibliography, and discussions	Internship ePortfolio; Online teaching during Internship - Mentor evaluated.
	Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.					
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
	Peer Review of Online Course Design Plan	Blog or Wiki Page Peer Review	Online Teaching Peer Review of lesson facilitation	Professional Development Reflection - lifelong learning and professional relationships		Professional Partnerships, networking, and community resources research paper

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