

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 21, 2015**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT’S UPDATE</b>	Information Item
<b>2</b>	<b>ELEMENTARY SCHOOLS WITH LESS THAN 10 STUDENTS – APPROVAL TO OPERATE</b>	Information Item
<b>3</b>	<b>WAIVE RULE FOR GRADE TEN (10) PROFICIENCY REQUIREMENT – IDAPA 08.02.03.105.06WAIVE</b>	Motion to Approve
<b>4</b>	<b>RULE FOR GRADE NINE (9) ASSESSMENTS - IDAPA 08.02.03.111</b>	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education

**BACKGROUND/DISCUSSION**

Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education. In addition to the general update the Superintendent will provide an update to the Board on Idaho Standards Achievement Test (ISAT) and Smarter Balanced Assessment Consortium (SBAC)

**BOARD ACTION**

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

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

**SUBJECT**

Approval to operate an elementary school with less than ten (10) pupils in average daily attendance.

**REFERENCE**

November 18-19, 1999      Board approved delegation of approval of elementary schools with less than ten (10) pupils pursuant to Section 33-1003(2)(f) to the state Superintendent with a required annual report to the Board consisting of the districts that have requested approval and whether or not they were approved.

October 2010              Superintendent reported to the Board that ten (10) districts had requested approval and nine (9) were approved.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-107(4) and 33-1003 (2)(f), Idaho Code

**BACKGROUND/DISCUSSION**

Section 33-1003 (2)(f), Idaho Code, states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education at the October meeting. Superintendent Ybarra approved all of the requests to operate an elementary school during the 2015-2016 school year with less than ten (10) pupils in average daily attendance (see attachment).

**IMPACT**

There is no impact on the distribution of the FY 2016 Public School appropriation.

**ATTACHMENTS**

Attachment 1 – List of approved districts / schools.

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The Superintendent has approved four (4) schools, two (2) of the schools listed are listed as elementary – junior high schools. Section 33-1003(2)(f) is specific to elementary schools. The Board may want to request additional clarification on how this provision is applied if the school is an elementary school and junior high school and if the student count applies to the whole school or just elementary students.

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

Section 33-107(4)(d) and (e), Idaho Code allows the Board to delegate to:

- (d) Delegate to its executive secretary, the superintendent of public instruction, if necessary to enhance effectiveness and efficiency, such powers as he requires to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;
- (e) Delegations of powers under this subsection must be adopted as statements of agency action by the state board, as provided in section [33-105](#)(2), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board;

Statements of agency action are adopted through the Board's Governing Policies and Procedures approval process, to be in compliance with section 33-107(4), Idaho Code, this delegation will need to be incorporated into Board policy.

**BOARD ACTION**

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

STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015

Elementary Schools Approved to Operate with Less Than 10 ADA  
School Year 2015-2016

School District	School	Estimated Enrollment
Garden Valley School District # 071	Lowman Elementary	3
Challis Joint School District # 181	Patterson Elementary	6
Prairie School District # 191	Prairie Elementary - Junior High	6
Mountain Home School District # 193	Pine Elementary - Junior High	3

THIS PAGE INTENTIONALLY LEFT BLANK



**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

**SUBJECT**

Proposed Waiver of Requirement in IDAPA 08.02.03.105 – Rules Governing Thoroughness, High School Graduation, for the 2015-2016 school year.

**REFERENCE**

November 2014	Board approved pending rules suspending the proficiency requirements for student's graduating in 2017 and the movement of the ISAT to the 11 <sup>th</sup> grade (rejected by the 2015 legislature)
February 2015	Board was updated on the rejection of the pending rule amending IDAPA 08.02.03.105
May 2015	Board received in-service on different forms and uses of student assessments.
August 2015	Board approved a proposed amendment to IDAPA 08.02.03.105 that would exempt those students graduating in 2017 from having to meet the ISAT proficiency (in math and English language arts) graduation requirement.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.03.105 – Rules Governing Thoroughness, High School Graduation

**BACKGROUND/DISCUSSION**

The current Administrative Rule, IDAPA 08.02.03.105.06, requires students in Idaho public schools to achieve a proficient or advanced score on the grade 10 (ten) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate.

The State Department of Education is requesting the Board waive the requirement for the proficiency/advanced score for graduation pursuant to IDAPA 08.02.03.105.06. for students in grade ten (10) during the 2015-2016 school year.

The State Department of Education Rules committee recommends approval.

**IMPACT**

It is too premature to use the test for a graduation requirement.

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

**ATTACHMENTS**

Attachment 1 – IDAPA 08.02.03.105.06

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Board waivers of Administrative Code are effective for one year. In order to avoid confusion for schools and students, if the Board were to approve the temporary waiver it would need to be brought back to the Board in 2016 as an amendment to Administrative Code so that it would be in effect when the students graduate in 2018, otherwise the waiver will have expired and these students would need to meet the graduation requirements that are in place at that time.

Students who graduate in 2016 took the previous version of the ISAT in grade nine (9) and were allowed to bank those scores for graduation purposes. Those that scored “proficient” or “advanced” were allowed to use the Alternate Route developed by the school district starting in grade ten (10). The proposed amendments to IDAPA 08.02.03.105.06 that were rejected by the legislature in 2015 would have moved the proficiency requirement to grade eleven (11) and would have then exempted those students who would graduate in 2017 and 2018 from having to meet the proficiency requirement, while still requiring them to take the assessment. The proposed amendments to IDAPA 08.02.02.105.06 that are currently out for public comment did not contemplate exempting the class of 2018 due to the legislature’s action. If the public, comment received during the current public comment period indicate that the exemption should be expanded to the class of 2018 it could be considered when the Board deliberates the final amendments to IDAPA 08.02.03.105.06 (Docket 08-0203-1507) that will go to the legislature in 2016 as a pending rule.

**BOARD ACTION**

I move to approve the waiver of the requirement in Idaho Administrative Code, IDAPA 08.02.03.105.06, graduation requirements, requiring students receive a proficient or advanced score on the Idaho Standards Achievement Test, for the 2015-2016 school year.

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

**IDAPA 08  
TITLE 02  
CHAPTER 03**

**08.02.03 - RULES GOVERNING THOROUGHNESS**

**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-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

**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. (3-29-10)

**d. Mathematics.** Six (6) 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. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

**i.** Students must complete secondary mathematics in the following areas: (3-12-14)

**STATE DEPARTMENT OF EDUCATION**  
**OCTOBER 22, 2015**

---

(1) 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)

(2) 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)

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

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. 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)

**STATE DEPARTMENT OF EDUCATION**  
**OCTOBER 22, 2015**

---

**h.** Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

**i.** Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (4-1-15)

**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 grade nine (9) in Fall 2012 or later.) (3-12-14)

**a.** A student must take one (1) of the following college entrance or placement examinations before the end of the student's eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-12-14)

- i.** Transferred to an Idaho school district during grade eleven (11); (3-12-14)
- ii.** Was homeschooled during grade eleven (11); or (3-12-14)
- iii.** Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

**b.** A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

- 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; (3-12-14)
- ii.** Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

**STATE DEPARTMENT OF EDUCATION**  
**OCTOBER 22, 2015**

---

iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the fall statewide administration of the college entrance exam. (4-1-15)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

**04. Senior Project.** 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. (3-12-14)

**05. Middle School.** A student will have met the high school content and credit area requirement for any high school course if: (4-1-15)

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school; and (3-12-14)

c. The course is taught by a properly certificated teacher who meets the federal definition of highly qualified for the course being taught. (3-12-14)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. 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. except as provided in 105.01.d.iii. (3-12-14)

**06. Proficiency.** Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. 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. (3-12-14)

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

- 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)
- d.** Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements

**STATE DEPARTMENT OF EDUCATION**  
**OCTOBER 22, 2015**

---

prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)

**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 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)



**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

**SUBJECT**

Proposed Waiver of Requirement in IDAPA 08.02.03.111 – Rules Governing Thoroughness, Assessment in Public Schools, for the 2014-2015 school-year

**REFERENCE**

December 18, 2014                      The Board approved a waiver of IDAPA 08.02.03.111.06.j. for the 2014-2015 school year.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Rule, IDAPA 08.02.03.111 – Rules Governing Thoroughness, Assessment in Public Schools  
No Child Left Behind Act, 2002, §1111(b)(3)

**BACKGROUND/DISCUSSION**

The No Child Left Behind Act of 2002, §1111(b)(3) requires every state to implement high-quality, annual student academic assessments that are aligned with the state's challenging academic content and achievement standards, at a minimum in mathematics, reading or language arts, grades three (3) through eight (8) and once in high school, and for science at least once in grades three (3) through five (5), grades six (6) through nine (9), and grades ten (10) through twelve (12).

The current Administrative Code, IDAPA 08.02.03, requires all school districts to administer the required assessments to students in Idaho public schools, grades kindergarten through twelve (K-12) as part of the state's comprehensive assessment program pursuant to IDAPA 08.02.03.111. The comprehensive assessment program for grade nine (9) consists of the Idaho Standard Achievement Tests (math, ELA, and Science), Idaho Alternate Assessment, and Idaho English Language Assessment (IDAPA 08.02.03.111.06).

During the 2012 and 2013 school years, the Smarter Balanced Assessment Consortium and the National Center and State Collaborative started to develop assessment items and performance tasks in English language arts/literacy and mathematics to be administered in grades three (3) through eight (8) and in high school. The Idaho State Board of Education on November 20, 2013 and the United States Department of Education on February 18, 2014 approved a waiver to allow Idaho schools to field test assessments in mathematics and reading/language arts developed by the Smarter Balanced Assessment Consortium and by the National Center and State Collaborative.

On January 17, 2014, the Idaho State Board of Education approved a waiver to allow districts the option of not administering field test assessments in grade nine (9) and ten (10). Districts were still required to field test assessments in grade three (3) through eight (8) and in grade eleven (11) to meet the federal testing requirement. In Spring 2014, approximately 34% of 9th graders and 28% of 10th graders voluntarily participated in the field tests.

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

The Department is requesting the Board waive the the assessments required for grade nine (9) students pursuant to IDAPA 08.02.03.111.06.j. The State Department of Education Rules Committee recommends approval.

**IMPACT**

Waiver of the grade nine (9) assessment requirements will reduce the number of required assessments while still meeting federal compliance requirements. Federal requirements only require an assessment be administered once in high school and students will still be required to take the grade ten (10) assessment. Additionally, not administering the test will result in a financial savings to the state.

**ATTACHMENTS**

Attachment 1 – IDAPA 08.02.03.111

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Standards Achievement Test (ISAT) developed by the Smarter Balance Consortium was developed to given in grade eleven (11). The implementation of the new assessment and movement of the assessment requirements to grade level is necessarily a multi-year process. The Board waived the requirement for school districts to administer the grade nine (9) assessment during the 2013-2014 and 2014-2015 schools years. In 2014 the Board approved proposed Administrative Rule amendments that would move the graduation ISAT proficiency requirement to grade eleven (11) and required administration of the Comprehensive Assessment Program in grade eleven (11) as applicable. The rule moving the graduation requirement was rejected by the 2015 legislature resulting in the requirement remaining a grade ten (10) requirement. Had the graduation requirement been approved in 2015 a new rule would have been brought forward this year to remove the grade nine (9) assessment administration requirement.

The federal accountability requirements only requires the assessments to be administered once in high school. The original Idaho comprehensive assessment program required the assessment to be given twice in high school to allow schools to calculate growth of students between grades nine (9) and ten (10) for use in calculations used to determine adequate yearly progress, as well as allowing students to take the assessment a year prior to the year when proficiency on it would be used as a graduation requirement. Allowing students to take the assessment in grade nine (9) made it possible for schools to identify areas that needed additional attention prior to grade ten (10).

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

**BOARD ACTION**

I move to approve the waiver of requirement of Idaho Administrative Code, IDAPA 08.02.03.111.06(j), administration of the grade nine (9) Idaho Standards Achievement Test, Idaho ALT Assessment Test, and the Idaho English Language Assessment for the 2015-2016 school year.

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

THIS PAGE INTENTIONALLY LEFT BLANK

**IDAPA 08  
TITLE 02  
CHAPTER 03  
08.02.03 - RULES GOVERNING THOROUGHNESS**

**111. ASSESSMENT IN THE PUBLIC SCHOOLS.**

**01. Philosophy.** Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program.(4-2-08)

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

**a.** Measure and improve student achievement;  
(3-15-02)

**b.** Assist classroom teachers in designing lessons;  
(3-15-02)

**c.** Identify areas needing intervention and remediation, and acceleration; (3-15-02)

**d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments;  
(3-15-02)

**e.** Inform parents and guardians of their child's progress; (3-15-02)

**f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas;  
(3-15-02)

**g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and  
(3-15-02)

**STATE DEPARTMENT OF EDUCATION**  
**OCTOBER 22, 2015**

---

**h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

**03. Content.** The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam.  
(3-29-12)

**04. Testing Population.** All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded.  
(4-2-08)

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

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

**c.** Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., who receive a score below the fluent level on the Idaho English Language Assessment and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take the IELA in lieu of the reading/language usage ISAT, but will still be required to take the math and science ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.04. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in Subsection 112.03.  
(5-8-09)

**05. Scoring and Report Formats.** Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (4-7-11)

**a.** Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (4-7-11)

**b.** Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (4-7-11)

**06. Comprehensive Assessment Program.** The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.i. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (4-2-08)

**a.** Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

**b.** Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

**c.** Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

**d.** Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

**e.** Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

**f.** Grade 5 - Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

**g.** Grade 6 - Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.  
(3-29-12)

**h.** Grade 7 - Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.  
(3-29-12)

**i.** Grade 8 - National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.(3-29-12)

**j.** Grade 9 - Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.  
(3-29-12)

**k.** Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.  
(4-2-08)

**l.** Grade 11 – Idaho English Language Assessment, college entrance exam  
(3-29-12)

**m.** Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment  
(4-2-08)

**n.** Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in their tenth grade year or later are not required to continue taking that portion or portions.  
(5-8-09)

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

**a.** The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code.  
(3-15-02)

**b.** The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education.  
(3-15-02)

**c.** The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education.  
(5-3-03)



**STATE DEPARTMENT OF EDUCATION**  
**OCTOBER 22, 2015**

---

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

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

**08. Costs Paid by the State.** Costs for the following testing activities will be paid by the state:  
(4-1-97)

**a.** All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program;  
(3-15-02)

**b.** Statewide distribution of all assessment materials; and  
(3-29-12)

**c.** Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program.  
(3-29-12)

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

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

**11. Test Security, Validity and Reliability.** Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel.  
(4-2-08)

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

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

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

(3-20-04)

**c.** Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards.

(4-2-08)

**12. Demographic Information.** Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status).

(4-2-08)

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

(3-15-02)

**a.** The Idaho Standards Achievement Tests (grades 3-9 and High School). (3-29-12)

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

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

ii. Math. (3-15-02)

iii. Science. (3-15-02)

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

v. Health. (3-15-02)

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 22, 2015**

---

02) vi. Humanities. (3-15-

THIS PAGE INTENTIONALLY LEFT BLANK