TAB	DESCRIPTION	ACTION
A	**BOARD OF EDUCATION STRATEGIC PLAN**	Information Item
B	**60% COLLEGE COMPLETION GOAL**	Motion to Approve
C	**STATEWIDE ASSESSMENT DISCUSSION**	Information Item

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SUBJECT

Idaho State Board of Education 2016-2020 Strategic Plan

REFERENCE

April 2010	Board postponed strategic plan approval to June 2010 meeting
June 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2011	Board approved 2012-2016 State Board of Education Strategic Plan
December 2012	Board reviewed and requested amendments to the 2013-2017 State Board of Education Strategic Plan
February 2012	Board approved 2013-2017 State Board of Education K-20 Statewide Strategic Plan
December 2013	Board reviewed and discussed changes to the State Board of Education K-20 Statewide Strategic Plan
February 2014	Board reviewed and approved the updated 2014-2018 State Board of Education K-20 Statewide Strategic Plan
February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

The Board's strategic plan is used to define the vision and mission of Idaho's K-20 educational system; to guide future growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

According to the Board's master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December, with the option of a final approval at the February Board meeting if significant changes are requested during the December Board meeting. Once approved the institutions and agencies then use the Board's strategic plan to inform their annual updates to their own strategic plans. The agencies and institutions bring their strategic plans forward for approval in April of each year with an option for final approval in June.

The update of the strategic plan during the February 2015 Board meeting included a comprehensive update to the plan on the recommendations of a committee appointed by the institution presidents and lead by Board staff. At the October 2015 Regular Board meeting, the Board had an opportunity to review performance measures. This performance measure review is a backward look at progress made during the previous year in alignment with the strategic plan approved by the Board at the February 2014 Board meeting. Due to the more comprehensive changes made to the strategic plan during the February 2015 Board meeting, there is some variance in the performance measures that were reviewed in October; those are included in Attachment 2, Performance Measure Data.

In addition to the Board's strategic plan, the Board has developed the Complete College Idaho plan, this plan includes statewide strategies that have been developed to move the Board's strategic plan forward with a focus on moving the needle on the 60% benchmark for the college completion performance measure (Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study). The Complete College Idaho plan, Indian Education strategic plan, STEM Education strategic plan, and Higher Education Research strategic plan, approved by the Board, are all required to be in alignment with the Board's overall K-20 Strategic Plan.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – 2016–2020 State Board Education Strategic Plan Page 5
Attachment 2 – Performance Measure Data Page 13
Attachment 3 – Annual Dual Credit Report Page 17
Attachment 4 – Scholarship Data Review Page 21

STAFF COMMENTS AND RECOMMENDATIONS

The amendments proposed during this review cycle focus on updates to the performance measures and benchmarks that were reached during the previous year. There are two benchmarks for performance measures that were approved February 2015 that staff are still collecting data one to establish these benchmarks and there are two new benchmarks that if approved data will be collected and provided to the Board at the October 2016 Board meeting to set. Additional amendments to existing performance measures are recommended based on the available data for reporting.

In addition to the standard performance measure data (Attachment 2) the agenda material includes the annual dual credit report and a new report that focuses on the impact of the Opportunity Scholarship. This is the second year the Board office has produced the dual credit report, which focuses on the impact of students taking dual credit courses. The Opportunity Scholarship Review is our first look at the impact of the Opportunity Scholarship since the consolidation of the state managed scholarships in 2014. The 2015-2016 school year is the first year of full implementation so the data is limited at this time, however, the Board is required to report on the scholarships effectiveness each year. The more detailed information is provided to the Board to help inform the progress of these specific focus areas of the Board and provide a more complete picture of the landscape that impacts the progress towards meeting the Board's goals.

The work session will provide the Board with an opportunity to review and amend the strategic plan goals, objectives, performance measures, and/or benchmarks. Staff will walk the Board through the various parts of the plan, as well as provide additional information on the importance of using multiple measures to determine the effectiveness of various initiatives as well as to identify diverse areas that may need additional attention regarding the objectives and goal of the plan. Should the Board have no additional amendments, the plan may be approved at this meeting.

BOARD ACTION

I move to approve the 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE BOARD OF EDUCATION
CY2015-2019
FY2016-2020
Strategic Plan

An Idaho Education: High Potential – High Achievement

VISION

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

State Board of Education Governed Agencies and Institutions:

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

GOAL 1: A WELL EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

- Annual number of state-funded scholarships awarded and total dollar amount.
  Benchmark: 20,000, $16M
- ~~Unmet financial need, average undergraduate loan indebtedness, and average default rate~~Proportion of graduates with debt.
  Benchmark: ~~Increase the percentage of students whose financial need was fully met by 15% over 5 years~~50% or less
  Benchmark: 85% graduating student debt of ~~weighted~~ peers
  Benchmark: 10% reduction of average default rate in 5 years
- Percentage of Idaho High School graduates meeting college placement/entrance exam college readiness benchmarks.
  Benchmark: SAT – 60%
  ACT – 60%
- Percent of high school students enrolled and number of credits earned in Dual Credit and Advanced Placement (AP):
  - Dual credit
    Benchmark: 30% students per year
    Benchmark: ~~75~~180,000 credits per year
  - Technical Competency Credit
    Benchmark: 27% students per year enrolled.
  - Advanced Placement (AP) exams taken each year.
    Benchmark: 10% students per year
    Benchmark: 10,000 exams taken per year
- Percent of high school graduates who enroll in postsecondary institutions:
  - Within 12 months of graduation
    Benchmark: 60%
  - Within 36 months of graduation
    Benchmark: 80%
- Cost of Attendance (to the student)
  Benchmark: TBD
- Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective B: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Performance Measures:

- Percent of Idahoans ages 35-64 who have a college degree.

Benchmark: 37%

- Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)
  Benchmark: ~~10~~20
- Number of GEDs awarded per population
  Benchmark: 5,000
- Number of non-traditional college graduates (age>39)
  Benchmark: 2,000
- Gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.

Performance Measures:

- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
  Benchmark: 60%
- High School Cohort Graduation rate.
  Benchmark: 95%
- Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (distinguish between new freshmen and transfers)
  2-year Institution Benchmark: 75%
  4-year Institution Benchmark: 85%
- Unduplicated percent of graduates as a percent of degree seeking student FTE.
  Benchmark: 20%
- Percent of graduates at each level relative to Board target numbers.
  Benchmark: Certificates – 7% by 2020
  Benchmark: Associate's – 1~~9~~2% by 2020
  Benchmark: Bachelor's – ~~26~~30% by 2020
  Benchmark: Graduate degree – ~~8~~13% by 2020
- Gap in educational attainment measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
  Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (~~Reading, Language Arts,~~English Language Arts, Mathematics, Science)

- Average composite college placement score of graduating secondary students.
  Benchmark: ACT – 24
  Benchmark: SAT – 1550
- ~~Percent of elementary and secondary schools rated as four star schools or above.~~
  ~~**Benchmark:** 100%~~
- Percent of students meeting college readiness benchmark on SAT in Mathematics.
  Benchmark: 60%
- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

Performance Measures:

- Ratio of non-STEM to ~~non-~~STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).
  Benchmark: 1:0.25
- Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.
  Benchmark: 28 graduates at any one time
- Number of Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho to practice.
  Benchmark: TBD
- Percentage of Family Medicine Residency graduates practicing in Idaho. (Boise, Idaho State University, Coeur d'Alene)
  Benchmark: 60%
- Percentage of Psychiatry Residency Program graduates practicing in Idaho.
  Benchmark: 50%
- Number of graduates in high demand fields as defined by the Idaho Department of Labor.
  Benchmark: TBD

GOAL 2: Innovation and Economic Development
The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

- Percentage of graduates employed in Idaho 1 and 3 years after graduation
  Benchmark: 1 year - 75%
  Benchmark: 3 years - 75%

- Percentage of students participating in internships.
  Benchmark: 30%
- Percentage of students participating in undergraduate research.
  Benchmark: 30%

Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.

Performance Measures:

- Institution expenditures from competitive Federally funded grants
  Benchmark: $112M
- Institution expenditures from competitive industry funded grants
  Benchmark: $7.2M
- Funding of sponsored projects involving the private sector.
  Benchmark: 10% increase
- Total amount of research expenditures
  Benchmark: 20% increase
- Number of startups, number of patents, number of disclosures, etc.
  Benchmark: 10% increase

Objective C: Economic Growth – New objective currently under development.

GOAL 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

Objective A: Data-informed Decision Making - Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.

Objective B: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

- Median SAT/ACT scores of students in public institution teacher training programs.
  Benchmark: ACT – 24
  Benchmark: SAT – 1505~~0~~0
- Percentage of first-time ~~students~~ test takers from ~~public institution~~approved teacher ~~training~~ preparation programs that pass the Praxis II.
  Benchmark: 90%

Objective C: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).

- Percent of Idaho community college transfers who graduate from four year institutions.
  Benchmark: 50%

- Percent of dual credit students who go-on to postsecondary education within 12 months of graduating from high school.
  Benchmark: 80%
- Percent of dual credit students who graduate high school with an Associate's Degree
  Benchmark: 10%
- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
  Benchmark: 2 year – less than 55%
  Benchmark: 4 year – less than 20%
- Percent of postsecondary students participating in a remedial program who completed the program or course
  Benchmark: 95%

Objective D: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.

- Expense per student FTE
  Benchmark: $12,000
- Graduates per $100,000
  Benchmark: 1.7
- Number of degrees produced
  Benchmark: 14,000
- Number of graduates
  Benchmark: 13,000
- Cost per undergraduate weighted student credit hour
  Benchmark: $400
- Average net cost to attend public ~~4 year~~ institution.
  Benchmark: 4 year - 90% of peers (using IPEDS calculation)
  Benchmark: 2 year - TBD
- Median number of credits earned at completion of ~~a~~ Associate's or Baccalaureate degree program.
  Benchmark: 115% of required for transfer students
  Benchmark: 115% of required for non-transfer students
- Institutional reserves comparable to best practice.
  Benchmark: A minimum target reserve of 5% of operating expenditures.

Objective E: Advocacy and Communication – Educate the public and their elected representatives by advocating the value and impact of the educational system.

Key External Factors

Accreditation

Eligible Idaho public Universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 Eligibility Requirements and Five Standards that contain 114 subsets for which the

institutions must maintain compliance. The five Standards for Accreditation are best understood within the context of the seven-year accreditation cycle. Although each is to be addressed during different stages of the cycle (Standard One in year one, Standard Two in year three, and Standards Three, Four, and Five in year seven), the standards are interconnected and build upon each other in a recursive cycle of continuous improvement. For that reason, as an institution focuses on a given standard(s) for its Self-Evaluation Report, it does so in light of the standard(s) that have already been addressed, with the result that the information and analysis of previously addressed standards may be updated, expanded, and modified to produce a cohesive report.

The five Standards for Accreditation are statements that articulate the quality and effectiveness expected of Accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's Mission and Core Themes;
- The translation of the Mission's Core Themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

The accreditation process is intended to be one of continues improvement, involving both self-assessment and peer-review at the various stages. This processes necessitates flexibility and the capacity to make changes based on both the Eligibility Requirements and Standards of the NWCCU at times that may not be in alignment with state processes. In addition, the NWCCU may make recommendations to Institutions that could be in conflict with state timelines and content requirements.

Current Initiatives

1. Support and facilitate the implementation of the Governor’s Task Force for Improving Education 20 recommendations.
2. Ensure college and career readiness
3. Development of intentional advising along the k-20 continuum that links education with careers
4. Support accelerated high school to postsecondary education and career pathways
5. Develop statewide model for remedial placement and education
6. Provide clear statewide articulation and transfer options
7. Establish metrics and accountability for all components of the public education system

8. Strengthen collaborations between education and business/industry partners
9. Provide meaningful financial aid/support
10. Develop transfer coordinated admission policies between community colleges and four year institutions to create pathways from 2 year to 4 year institutions.
11. Continued assessment of postsecondary institution mission fulfillment and effectiveness through the accreditation process.

Goal/Objective	Performance Measure	2018 Benchmark	Performance for School Year Ending in Spring (i.e., Academic Year): 2011	2012	2013	2014	2015
Goal 1: A Well Educated Citizenry							
Goal 1, Objective A: Access.	Annual number of state-funded scholarships awarded.	20,000	7,904	7,740	8,219	7,860	1,782
	Annual total dollar amount of state-funded scholarships awarded.	$16,000,000	$5,934,857	$7,627,099	$6,992,527	$6,187,700	$6,369,276
	Average undergraduate loan indebtedness - 4-year institutions		$23,747	$26,260	$27,787	$24,322	
	Proportion of graduates with debt - 4-year institutions		65.3%	63.8%	67.5%	69.8%	
	Average 3-year default rate - 4-year institutions		11.9%	9.1%			
	Average 3-year default rate - 2-year institutions		21.9%	21.8%			
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT					25.7%	25.2%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT		26.0%	26.0%	32.0%	34.0%	37.0%
	Percent of high school students enrolled in dual credit courses.	25.0%	13.2%	15.7%	18.4%	20.3%	23.9%
	Number of credits earned in dual credit courses.	180,000	46,134	54,465	62,248	68,950	87,684
	Percent of high school students enrolled in tech prep courses.	27.0%	26.3%	24.3%	24.2%	20.0%	17.6%
	Percent of students taking AP exams.	10.0%	8.0%	8.8%	9.0%	8.9%	
	Number of AP exams.	10,000	8,380	9,193	9,463	9,149	
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 12 months of graduation from an Idaho high school.	60.0%	51.0%	55.0%	54.0%	51.0%	
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 36 months of graduation from an Idaho high school.	80.0%	61.0%	64.0%			
Goal 1, Objective B: Adult-Learner	Percent of Idahoans (ages 35 to 64) who have a college degree.		34.2%	34.5%	35.3%	34.4%	
	Number of integrated training and/or reintegrated training programs in the technical colleges.	20	4	5 (plus 1 funded by JKAF)	5 (plus 1 funded by JKAF)	15	15
	Number of GEDs awarded		3,465	3,191	4,829	879	
	Number of non-traditional college graduates (40+)			1,900	1,801	1,863	1,811
Goal 1, Objective C: Educational Attainment.	Percent of Idahoans (ages 25 to 34) who have a college degree or certificate of at least 1 year.	60% by 2020	35.0%	42.0%	41.0%		
	High School cohort graduation rate	95.0%	92.4%	93.3%	84.1%	77.3%	
	Percentage of full-time first-year freshmen at 2-year Institutions returning for second year.	75.0%	54.6%	56.3%	52.5%	53.7%	54.4%
	Percentage of full-time first-year freshmen at 4-Year Institutions returning for second year.	85.0%	69.3%	71.4%	69.9%	73.0%	74.5%

	Unduplicated number of graduates as a percent of degree seeking student FTE.						
	Percent of graduates at each level relative to Board target numbers (Certificates)	7.0%	12.0%	11.9%	11.1%	12.1%	13.4%
	Percent of graduates at each level relative to Board target numbers (Associate's)	12.0%	20.9%	22.4%	23.5%	24.1%	23.2%
	Percent of graduates at each level relative to Board target numbers (Bachelor's)	30.0%	50.8%	49.4%	49.4%	49.1%	49.0%
	Percent of graduates at each level relative to Board target numbers (Advanced)	13.0%	16.2%	16.4%	15.9%	14.7%	14.4%
Goal 1, Objective D: Transition	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **10th Grade ELA/Literacy**	100.00%					60.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **10th Grade Math**	100.00%					30.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **10th Grade Science**	100.00%					N/A
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **5th Grade ELA/Literacy**	100.00%					52.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **5th Grade Math**	100.00%					38.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - **5th Grade Science**	100.00%					62.90%
	Average composite ACT score.	24.0	21.7	21.6	22.1	22.4	22.7
	Average Total SAT Score	1,550	1,599	1,609	1,356	1,357	1,366
	Percent of students meeting college readiness benchmark on the SAT Mathematics exam.	60.0%	65.8%	66.4%	35.2%	33.0%	36.1%
Goal 1, Objective E: Education to Workforce	Ratio of non-STEM to STEM baccalaureate degrees	1:0.25	1:0.24	1:0.23	1:0.24	1:0.25	1:0.24
	Number of WWAMI graduates who are residents in one of Idaho's graduate medical education programs.						
	Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.	8	8	8	8	8	8
	Number of Idaho graduates who participated in one of the state sponsored medical programs who return to Idaho	8	8	8	8	8	8
	Percentage of Boise Family Medicine Residency Graduates Practicing in Idaho.	60%	50%	54%	54%	54%	53%
	Percentage of ISU Family Medicine Residency Graduates Practicing in Idaho.	50%		49%	48%	48%	50%
	Percentage of CDA Family Medicine Residency Graduates Practicing in Idaho.						
	Percent of Psychiatry Residency Program graduates practicing in Idaho.	50%	50% (1)	50% (1)	100% (3)	100% (2)	100% (1)

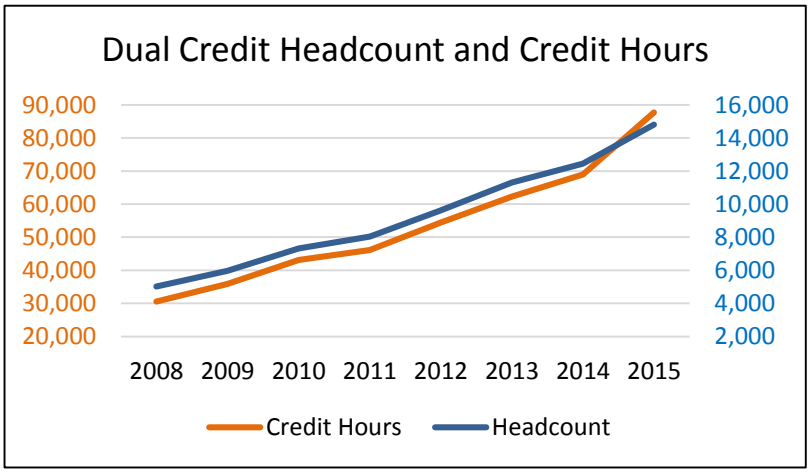
	Number of graduates in high demand fields as defined by the Idaho Department of Labor						
Goal 2: Innovation & Economic Development							
Goal 2, Objective A: Workforce Readiness	Percentage of graduates employed in Idaho 1 year after graduation	75.0%					
	Percentage of graduates employed in Idaho 3 years after graduation	75.0%					
	Percent of students participating in interships.	30.0%		3.9%	4.1%	3.5%	3.4%
	Percent of students participating in undergraduate research.	30.0%					
Goal 2, Objective A: Critical Thinking, Innovation & Creativity.	Institution expenditures from competitive Federally funded grants.	$112,000,000	$112,458,680	$101,824,222	$97,304,087	$87,824,013	
	Institution expenditures from competitive industry funded grants.	$7,200,000	$3,955,569	$4,544,394	$4,288,042	$3,049,059	
	Number of sponsored projects involving the private sector	10% increase		92	92	158	111
	Total amount of research expenditures.	20% increase		$81,614,760	$75,244,872	$73,726,315	$101,830,918
	Number of startups	10% increase		0	3	0	0
	Number of patents	10% increase		5	32	13	10
	Number of disclosures	10% increase		55	43	47	29
Goal 3: Effective & Efficient Educational Systems							
Goal 3, Objective B: Quality Teaching Workforce.	SAT scores of students in public institution teacher training programs	1550					
	ACT scores of students in public institution teacher training programs	24					
	Percent of first-time students from public institution teacher training programs that pass the Praxis II.	90.0%					
Goal 3, Objective C: Quality Teaching Workforce.	Percent of Idaho community college transfers who graduate from four-year institutions	50.0%					49.4%
	Percent of dual dredit students go-on to postsecondary education within 12 months of graduating from high school	80.0%			71.0%		
	Percent of dual credit students who graduate high school with an Associate's Degree	10.0%		0.1%	0.2%	0.2%	0.3%
	Percent of 4-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language arts.	<20%	20.6%	22.4%	19.2%	20.7%	22.7%
	Percent of 2-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language art.	<55%	73.4%	76.1%	60.6%	63.6%	63.5%
	Percent of postsecondary English remedial courses passed	95.00%	76.6%	74.5%	68.3%	69.8%	66.0%
	Percent of postsecondary math remedial courses passed	95.00%	69.6%	69.4%	62.5%	66.4%	71.1%
Goal 3, Objective D: Productivity and Efficiency.	Expense per student FTE	$12,000					

Graduates per $100,000	1.7		1.3	1.5	1.5	
Number of degrees produced	14,000	11,621	12,814	13,491	13,778	14,026
Number of graduates	13,000		11,397	12,216	12,335	12,431
Cost per undergraduate weighted student credit hour	$400	$444	$459	$493	$519	
Average net cost to attend public 4-year institution.	90% of peers	102.9%	103.7%	103.1%	107.0%	
Average net cost at 4-year institutions		$12,467	$13,438	$13,579	$14,097	
Average net cost at 2-year institutions		$7,719	$7,054	$7,164	$7,552	
Median number of credits earned at completion of an Associates degree program - NON-TRANSFER STUDENTS.	115% of required			Full-time = 89.5; Part-time = 89.9;		
Median number of credits earned at completion of an Associates degree program - TRANSFER STUDENTS.	115% of required			N/A		
Median number of credits earned at completion of Bachelor's degree program - NON-TRANSFER STUDENTS.	115% of required			Full-time = 140.8; Part-time = 135.1;		
Median number of credits earned at completion of Bachelor's degree program - TRANSFER STUDENTS.	115% of required			Transfer = 108.9 (31 to 59 credits)		
Institution reserves comparable to best practice.	> or = 5%	BSU=2.7%; ISU=5.9%; U of I=1.6%; LCSC=3.5%	BSU = 3.5%; ISU= 7.3%; U of I = 2.3%; LCSC = 3.8%	BSU = 5.0%; ISU= 11.7%; U of I = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU= 16.2%; U of I = 4.2%; LCSC = 6.5%	

Idaho State Board of Education Report on Dual Credit

2016

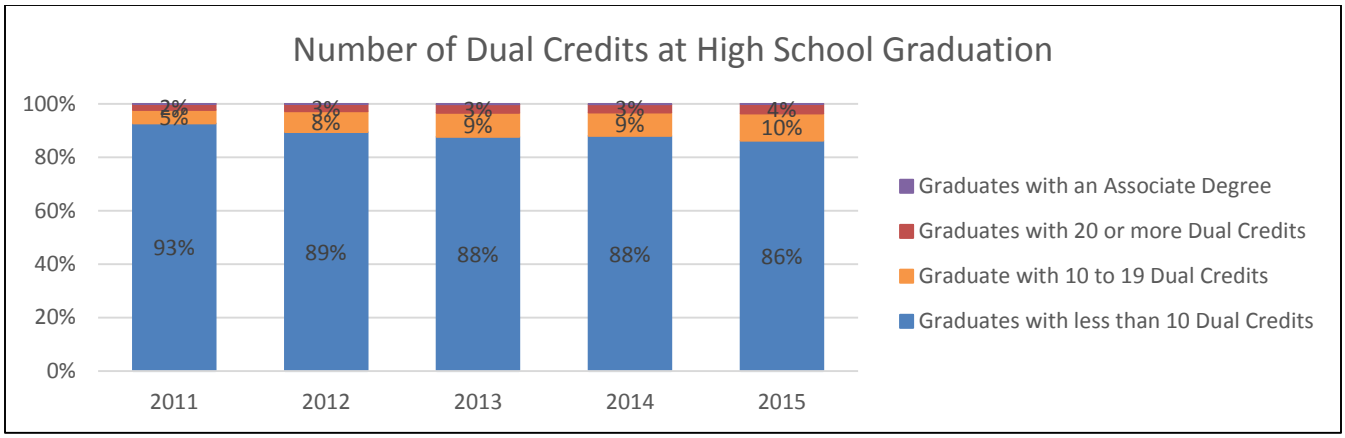
Dual credit courses provide Idaho high school students the opportunity to earn high school credit and postsecondary credit for a single course. Students can earn dual credit in academic and professional-technical courses. Idaho invests in dual credit education because evidence suggests that dual credit education encourages high school students to enroll in college, better prepares high school students for college, and increases the likelihood of success in college.



Dual Credit in Idaho

From 2008 to 2015, the number of students taking dual credit classes has grown nearly 200 percent from 5,000 to almost 15,000. The number of credits earned has also grown almost 200 percent from 30,000 to nearly 90,000. Idaho has more dual credit students taking more college credits than ever before.

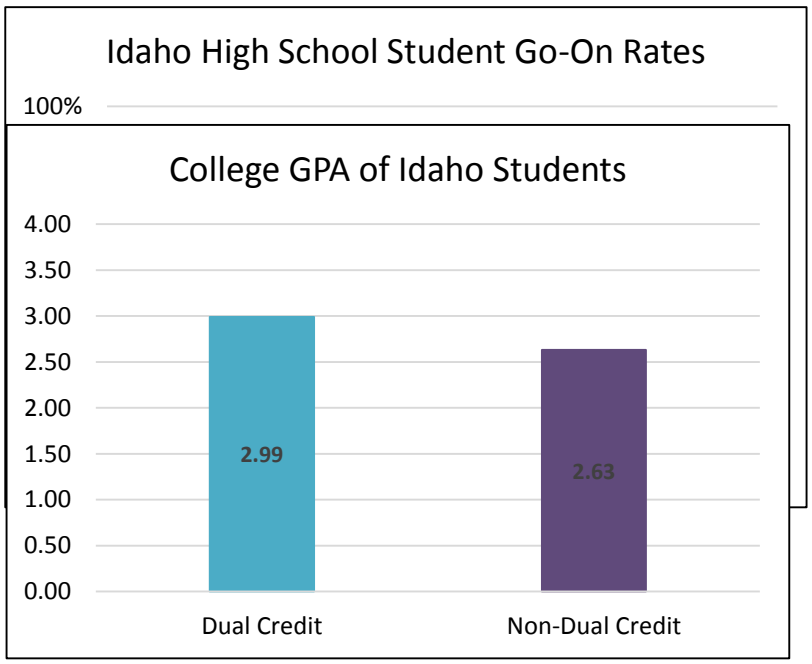
The share of high school graduates who graduate with more than 10 dual credit hours has increased since 2011. In 2011, only 7 percent of graduates had 10 or more dual credit hours. By 2015, that had doubled to 14 percent. The vast majority of students with more than 10 dual credit hours had 10 to 19 dual credit hours. Very few graduates (less than 1%) earn an Associate Degree.



Encourages High School Students to Enroll in College

Note: This analysis has not been updated due to data availability.

Idaho high school dual credit participants enrolled in college at much higher rates than non-participating students. Seventy-one percent of students taking dual credit courses in high school enrolled in college within one year of graduation. Only 45 percent of non-dual credit students enrolled in college during the same time period.

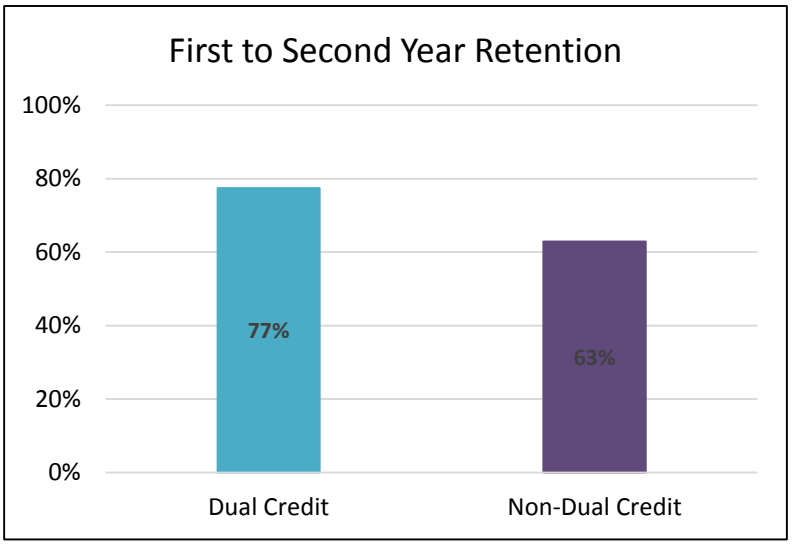


Prepares High School Students for College

Since 2011, Idaho high school students who have participated in dual credit courses earned higher grades in college than Idaho students who did not take dual credit courses. Dual credit students averaged a 2.99 cumulative GPA while non-dual credit students earned a 2.63 average cumulative GPA. This difference is seen even among students who earned a similar GPA while in high school.

Increases the Likelihood of Success as College Students

Idaho students who took dual credit courses while in high school had significantly higher college retention rates from their first year to their second year at a postsecondary institution. Almost 80 percent of dual credit students returned to college their second year. The retention rate for non-dual credit students was 63 percent.



Summary

Dual credit students enroll in college at higher rates, earn higher grades when attending college, and continue their college careers at higher rates than students who do not take advantage of dual credit courses while in high school.

*These data were analyzed using the Idaho Statewide Longitudinal Data System for Idaho college and university students from 2011 through 2015.

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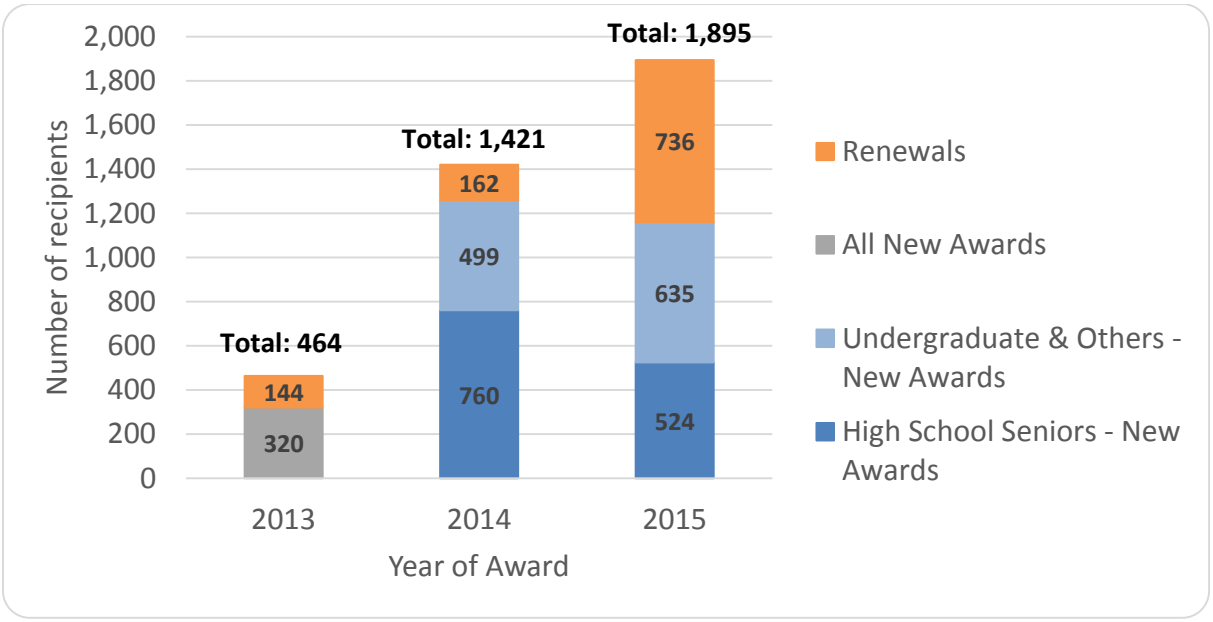
Idaho State Board of Education Report on Idaho Opportunity Scholarship - Summary

2016 - DRAFT

In 2013, the Idaho Legislature expanded the existing Idaho Opportunity Scholarship by directing money from other scholarship programs into the Opportunity Scholarship. Funding for the Opportunity Scholarship increased from approximately $1.045 million in FY2014 to approximately $5.127 million in FY2015 and $5.191 million in FY2016. The Idaho Opportunity Scholarship was designed to help high achieving, low-income Idaho students attend and complete college in Idaho.

Recipients of the Opportunity Scholarship

The number of students receiving the Idaho Opportunity Scholarship has increased dramatically since 2013.[1] In 2013, there were 464 total recipients. Renewals made up 30 percent of the recipients. By 2015, there were 1,895 total recipients and renewals made up almost 40 percent of the recipients.

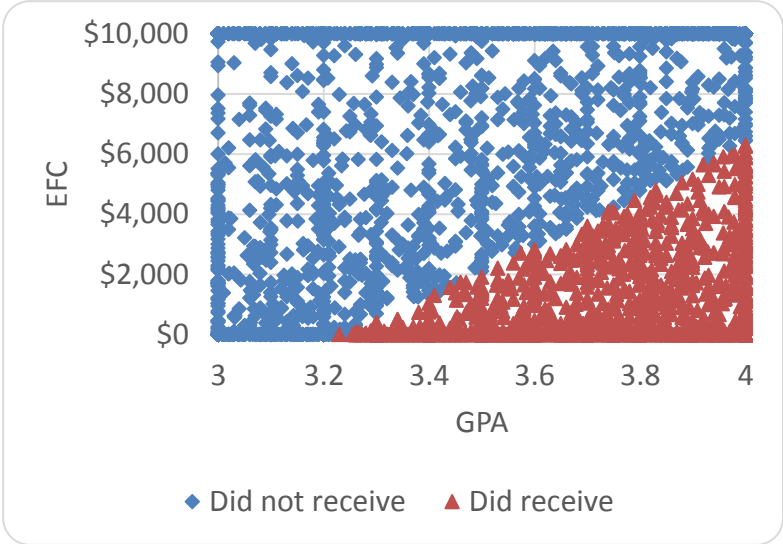


Note: We cannot categorize 2013 recipients as High School Seniors or Undergraduate & Others due to data limitations.

[1] The year of award refers to the calendar year in which the scholarships were awarded. The funds would have been disbursed in the following fiscal year. Specifically, those awarded in Award Year 2015 would have been disbursed in FY2016.

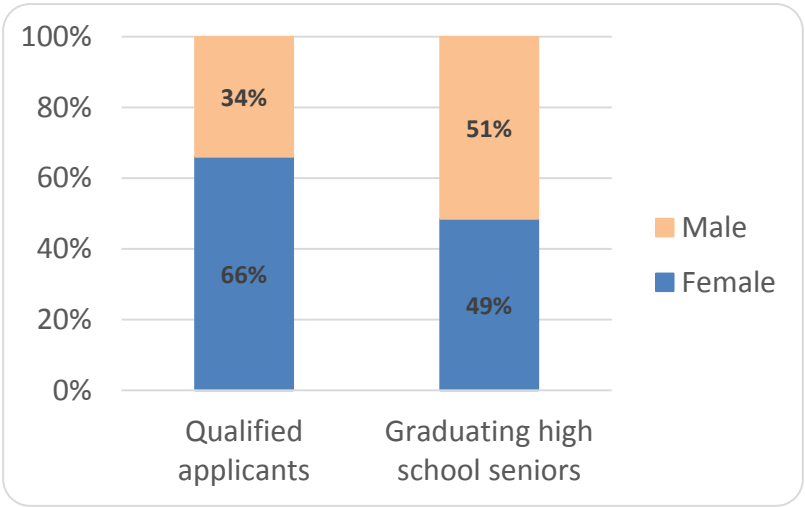
The Award Process

The Idaho Opportunity Scholarship has two main selection criteria: academic achievement and financial aid. First-time applicants are ranked using a process that assigns academic achievement a weight of 30% and financial need a weight of 70%. Applicants are then awarded the scholarship according to that rank. This figure shows the EFC (Estimated Family Contribution) and GPA for those students who received the scholarship versus those students who did not receive it. The weighting process ensures that students with the highest GPAs will qualify with relatively higher EFCs than students with the lowest GPAs and vice versa.



Gender Differences in Applications

In 2015, females were over-represented among the qualified applications from high school seniors. Two-thirds of those applicants were females compared to approximately half of graduating high school seniors. It is unclear whether females qualify in greater number due to the GPA requirement or if females are simply more likely than males to begin the college going process. Understanding where males and females diverge will be important to understanding gender differences in Go-On rates.



An Evaluation of the Idaho Opportunity Scholarship

Cathleen M. McHugh, Ph.D.[2]

November 20, 2015

In 2013, the Idaho Legislature expanded the existing Idaho Opportunity Scholarship by directing money from other scholarship programs into the Opportunity Scholarship. Funding for the Opportunity Scholarship increased from approximately $1.045 million in FY2014 to approximately $5.127 million in FY2015 and $5.191 million in FY2016. The legislation that expanded the Opportunity Scholarship also directed the Idaho State Board of Education to evaluate the program on a regular basis. This paper serves as the first step in that evaluation.

The Idaho Opportunity Scholarship

The Idaho Opportunity Scholarship is awarded to Idaho residents who graduate from Idaho high schools and enroll in an Idaho postsecondary educational institution in order to pursue their first undergraduate degree or certificate. In addition to traditional high school graduates, both home-schooled students and students who obtain a General Equivalency Diploma (GED) are eligible for the scholarship. Students can initially receive the scholarship either as a high school senior or as an undergraduate attending an eligible Idaho postsecondary educational institution. Students who initially receive the scholarship as an undergraduate must have graduated from an Idaho high school and be making satisfactory academic progress. Students apply electronically.[3] In addition to the application, students must complete the Free Application for Federal Student Aid (FAFSA).

A student must have an unweighted cumulative GPA of 3.0 in order to be eligible for the scholarship.[4] High school GPAs are used for students who have not yet graduated from high school while college GPAs are used for students who apply as undergraduates. After initial receipt of the scholarship, students can renew their scholarship for up to four years if they continue to meet the eligibility requirements. These requirements include maintaining a 3.0 GPA during college and maintaining satisfactory academic progress. There are also eligibility requirements with regard to the number of postsecondary academic credit hours attempted/completed. Students who have attempted or completed 100 credits must identify a major and submit an academic transcript to the Board Office. A student will not be eligible for renewal of the Opportunity Scholarship if they cannot complete their degree in the major identified in 2 semesters. Finally, if students interrupt their enrollment for more than 4 months but less than 2 years, then they must file a request for an extension of the scholarship.

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Principal Research Analyst
Idaho State Board of Education
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[3] Students are able to request paper applications if they are unable to complete the application electronically.

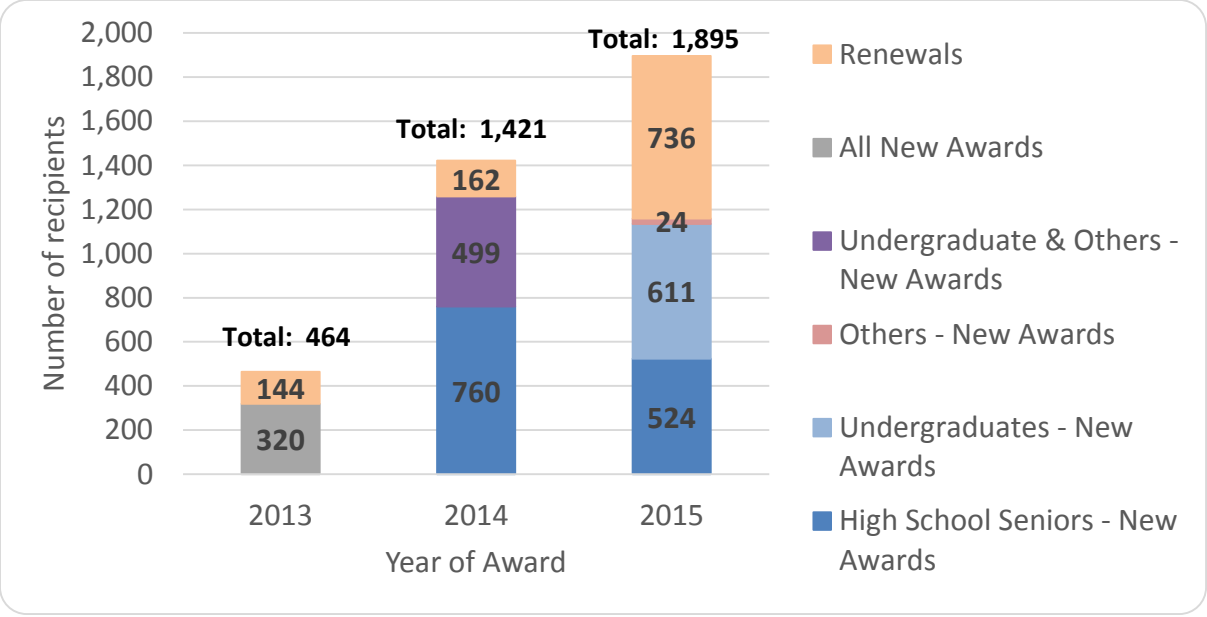
[4] Students who receive a GED must receive their GED in Idaho and take either the ACT or SAT to be eligible for the scholarship. GED students must receive a score of at least 20 on the ACT or receive a score of at least 950 on the SAT.

The maximum amount of the scholarship is set by the State Board of Education annually based on the educational costs for attending an eligible Idaho postsecondary educational institution. Scholarship renewals are funded at the current level of the scholarship and receive funding priority. After all renewals are funded, scholarships are awarded to first-time applicants. First-time applicants receive a score which is a weighted average of financial need (70 percent) and academic eligibility (30 percent). First-time applicants are then ranked according to that score. Awards are given to the highest ranking applicants until all funds are disbursed. Not all recipients receive the same scholarship amount. A recipient will receive less than the maximum amount if they have other financial aid and receipt of the full scholarship would cause their total financial aid package to be greater than the cost of college.

The number of students who receive a scholarship depends on the degree to which the Idaho Legislature funds the Idaho Opportunity Scholarship. As funding has increased, the number of students who received the award has increased (see Figure 1). In 2013, 464 students were awarded an Opportunity Scholarship. By 2015, the number of recipients had increased to 1,895.

In 2013, there were only 320 new awards and 144 renewals. By the next year, the number of new awards had almost quadrupled. The year after that, the number of new awards had decreased from 1,259 to 1,159 but the number of renewals had increased from 162 to 736. It is likely that next year, the number of renewals will increase as some renewals from this year will renew again and some first time recipients from this year will renew for the first time.

Figure 1: Number of students receiving Opportunity Scholarship, 2013 through 2015 award years



Evaluating the Idaho Opportunity Scholarship

There are several dimensions on which to evaluate the effectiveness of a scholarship. This paper will evaluate the Idaho Opportunity Scholarship using the following questions.

- First, is the scholarship process functional? Do applicants face unnecessary barriers in the application or renewal process?
- Second, is the scholarship serving its intended population? The Idaho Opportunity Scholarship is focused on helping economically disadvantaged students who show academic promise. Is this the population actually served?
- Third, is the Idaho Opportunity Scholarship effective in changing behavior? Are recipients more likely to go on to college than similar non-recipients? Are recipients more likely to stay in state than similar non-recipients? Are recipients are more likely to complete college than similar non-recipients?
- Fourth, are there any unintended consequences of the Idaho Opportunity Scholarship? Students will lose their Opportunity Scholarship if they do not maintain a 3.0 GPA in college. Does this affect which major they choose or which major they ultimately graduate with? Do students who become ineligible to renew their scholarships still complete college?

Not all of these questions will be completely answered in this paper due to data limitations. As the data becomes available, all of the above questions will be examined.

Data Note

Applications for the Idaho Opportunity Scholarship are due in the spring and the recipients are announced in the late spring/early summer. Funds are then disbursed the following academic year. Therefore, one can refer to any particular scholarship year by the year it was awarded or the year in which funds were disbursed. Throughout this paper, we use years to refer to the year the scholarship was awarded. Table 1 shows the relationship between the year of award, the graduating class who would have received the scholarship, and the year when the funds were actually disbursed.

Table 1: Relationship of scholarship years

Year of Award	High School Graduating Class Receiving Award	Fiscal year of disbursement	Academic year of disbursement	Type of Opportunity Scholarship
2013	2013	FY2014	2013-2014	Old
2014	2014	FY2015	2014-2015	New
2015	2015	FY2016	2015-2016	New

How well does the Idaho Opportunity Scholarship function?

This section examines if students face any obstacles in applying for or renewing the Idaho Opportunity Scholarship. In 2015, there were 5,824 initial applications for Idaho scholarships (see Figure 2). About half of those applications were from high school seniors and about half were from college undergraduates. In prior years, there appeared to be an obstacle in terms of awareness of the Idaho

Opportunity Scholarship especially among undergraduates. While there is no advertising budget for the Idaho Opportunity Scholarship, OSBE staff initiated two different awareness campaigns for the 2015 award year. First, the Scholarship Director personally emailed all the financial aid offices at the colleges/universities and made it clear that this scholarship was open to undergraduates. Second, the Scholarship Program Manager coordinated with the College Access Challenge Grant (CACG) Manager so that the Idaho Opportunity Scholarship was mentioned in CACG publicity campaigns.

As mentioned earlier, Opportunity Scholarships are awarded based on a score. The score has two components: financial need and academic accomplishment. After each application is scored, they are ranked and scholarships are awarded by this ranking. However, not all applications are actually scored and ranked. Figure 3 shows the share of applications received for the Idaho Opportunity Scholarship that were actually ranked. Applications would not be ranked if the applicant did not have a qualifying GPA (a GPA of 3.0), if the applicant did not submit a FAFSA, or if the application was otherwise incomplete. As can be seen, 80 percent of applications submitted by high school seniors were ranked while less than 60 percent of those submitted by college undergraduates were ranked.

Figure 2: Number of applications in 2015 award year

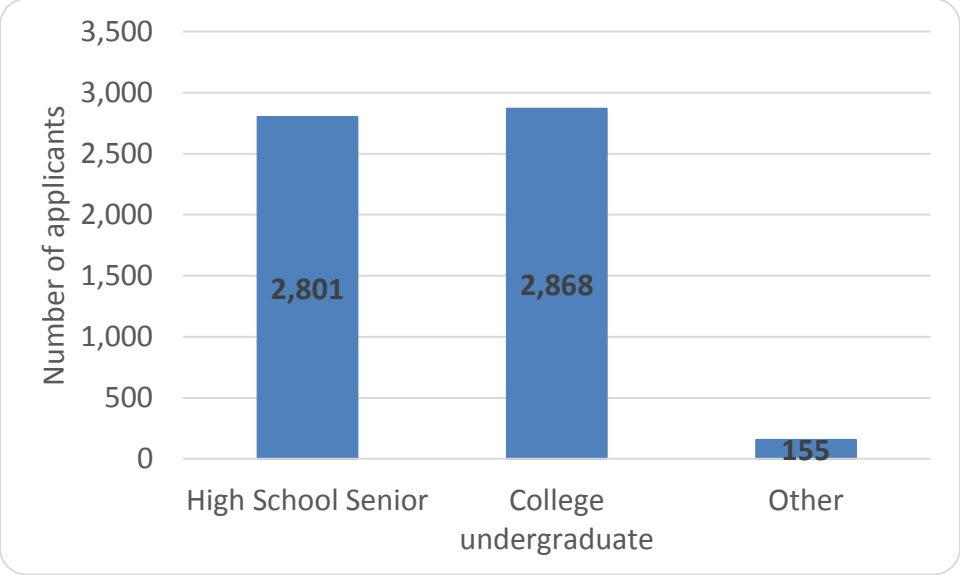


Figure 3: Share of Idaho Opportunity Scholarships that were ranked in 2015 award year

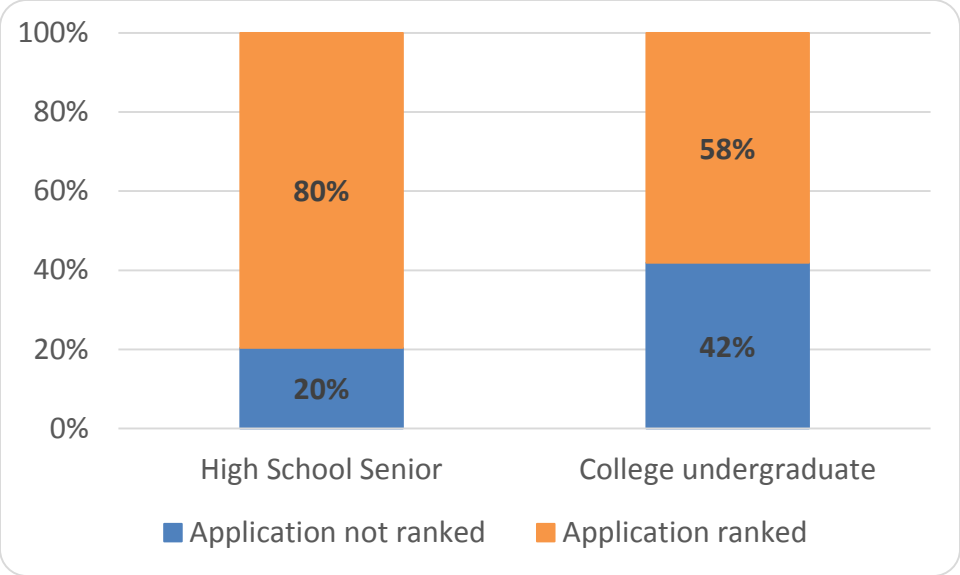
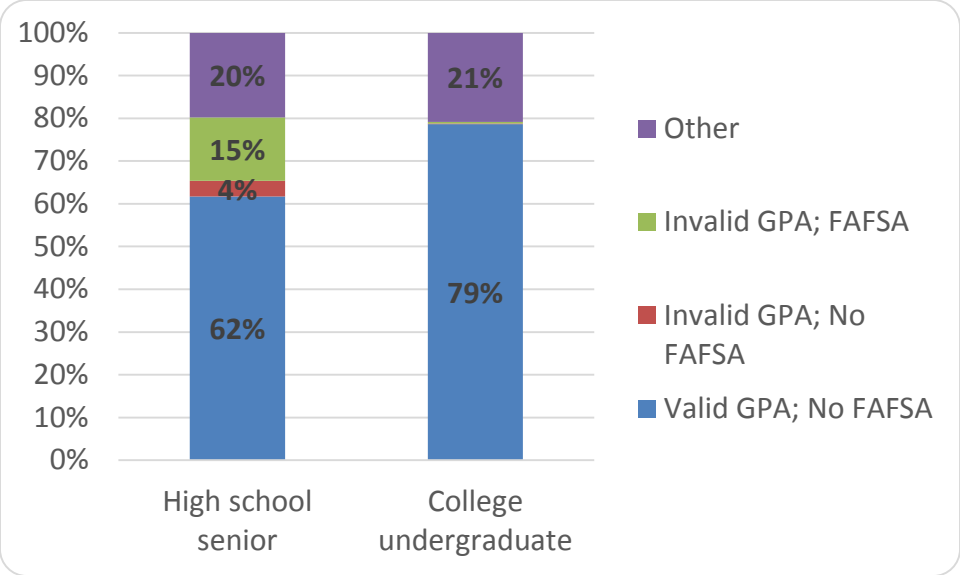


Figure 4 shows what was deficient in applications that were not ranked. The most common deficiency for both high school seniors and college undergraduates was lack of a FAFSA. Almost 80 percent of undergraduates and 66 percent of high school students who were not ranked did not file a FAFSA. The vast majority of those students who did not file a FAFSA did have an eligible GPA. Therefore, filing a FAFSA did turn out to be a roadblock for many students who otherwise would have qualified for the scholarship. This estimate could be understated as the "Other" category includes students who filed the FAFSA after the deadline.[5]

Figure 4: Reasons applications were incomplete for award year 2015

[5] It also includes students who indicated they no longer wished to be considered for the scholarship and renewal students who were initially misclassified as first time applicants.



The FAFSA is an important part of the application process. It is the only way in which the State Board can actually verify a student's financial need. Therefore, it is likely it will remain a necessary part of the application. OSBE staff believes completion of the FAFSA will become less of an issue for students as the FAFSA transitions to being based on income from two years ago rather than last year's income. In 2017, students will be able to complete both their application for the Idaho Opportunity Scholarship and their FAFSA during College Application Week.

Fifteen percent of high school seniors who applied and were not ranked did not have an eligible GPA. The Opportunity Scholarship is based on a student's *unweighted* GPA. Students may apply without being eligible if they do not properly understand the difference between their unweighted and their weighted GPA.

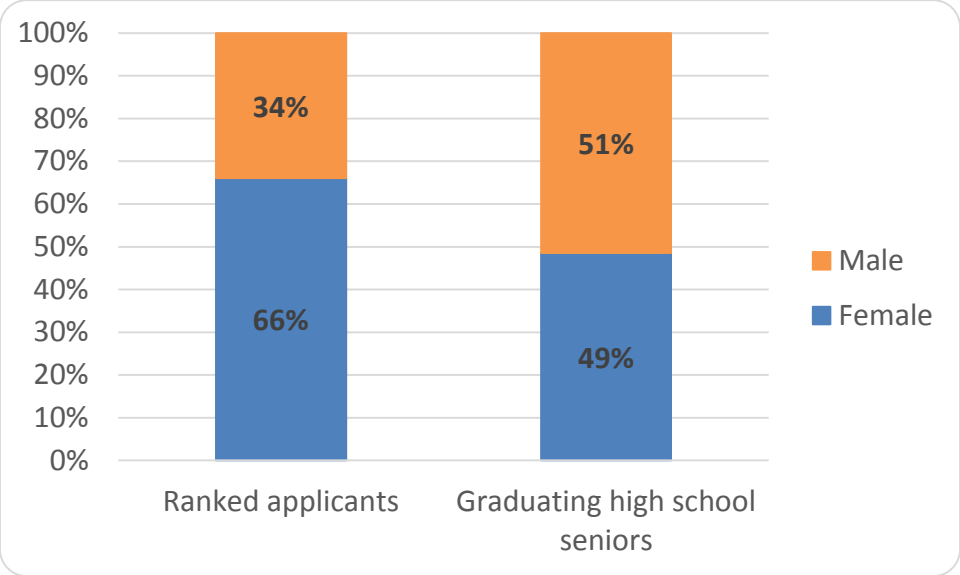
Students must meet several requirements in order to renew. A student cannot renew if they have 100 credits and cannot complete their major in two semesters. In the future, we will examine how many students will be affected by this requirement due to the accumulation of dual credits.

Above we identified barriers to students who started the application process. There may also exist barriers to students even beginning the application process. It would be extremely difficult to identify barriers to even starting the application process. However, one can examine whether or not the applicant pool mirrors the underlying population in order to understand if these barriers are disproportionately born by certain groups of students. Currently, we examine students by gender, and, in the future, we will examine them by race/ethnicity in order to understand if there are groups which are under-represented in the applicant pool.

In Figure 6, we examine gender for high school applicants only. As can be seen in Figure 6, high school applicants are much more likely to be female than the underlying population. It may be that females are more likely to have a qualifying GPA. However, historically, more females than males have gone on to

college in Idaho.[6] What this result suggests is that males are less likely than females to even begin the process for going on to college. Understanding when males and females diverge in the college going process will help to identify ways to mitigate the differences. This will be a topic of future research. In the future, we will also examine gender differences for undergraduates.

Figure 6: Gender of applicants for award year 2015, high school applicants only

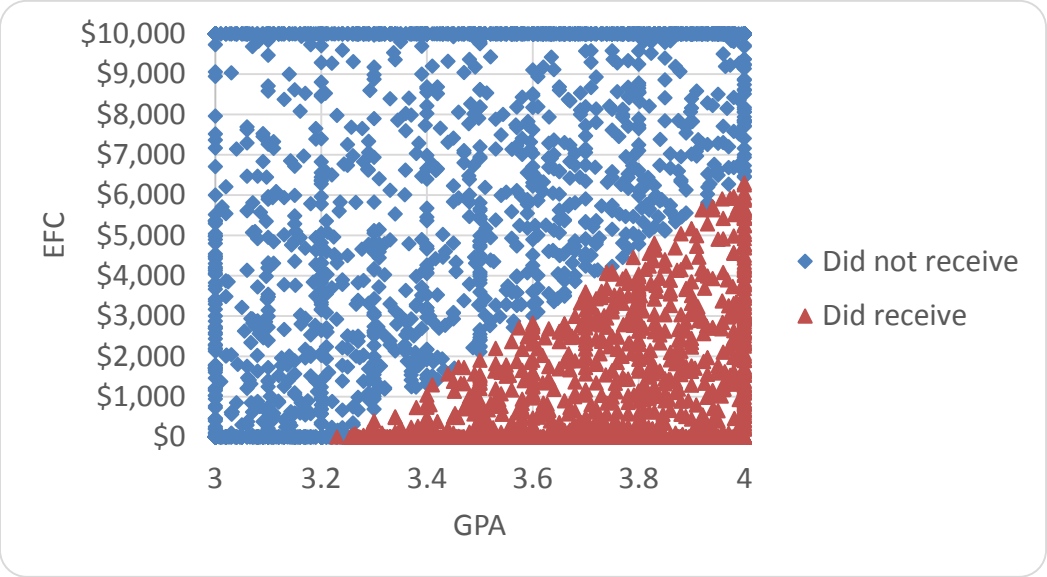


Is the Idaho Opportunity Scholarship serving its intended population?

Does the Idaho Opportunity Scholarship serve the population it was designed to serve? The Idaho Opportunity Scholarship was designed to help high achieving, low-income students. Thus, there are two main selection criteria – academic achievement and financial need. Figure 7 shows the GPA and EFC[7] of those who applied and were ranked. Those who did not receive the scholarship are marked with blue diamonds and those who did receive the scholarship are marked with orange triangles. The recipients all fall into a triangle of the graph due to the weighting process. The weighting process ensures that students with the highest GPAs will qualify with relatively higher EFCs than students with the lowest GPAs. Students who had a 4.0 received the scholarship if their EFC was around $6,000 or below. Students who had slightly above a 3.2 GPA only qualified if they had an EFC of 0. If the weighting formula were changed, then the students who were awarded the scholarship would fall in a different area on the graph.

[6] In OSBE research, I have found gender differences in the go-on rate to be persistent across time and across regions in Idaho. Females are much more likely to go on than males at Idaho regardless of when one measures the go-on rates – if it is measured at the fall immediately after high school graduation, one year after high school graduation, two years after high school graduation or three years after high school graduation.
[7] In Figure 7, all EFCs above $10,000 are reported as $10,000.

Figure 7: EFC and GPA of applicants that were ranked in the 2015 award year



Note: Only students ranked using their GPA are included. Not included are 2 students whose status is under review.

Table 2: Share of recipients with a $0 EFC or with a 4.0 GPA

	Share of group who received scholarship	Weight necessary to assign to GPA for all students in group to receive a scholarship	Weight necessary to assign to EFC for all students in group to receive a scholarship
Students with a 4.0 GPA	54%	99%	1%
Students with a $0 EFC	73%	10%	90%

Figure 7 demonstrates that the selection process for the scholarship is very mechanical. The weighting formula will mean that students with certain combinations of EFC and GPA will receive the scholarship. As Table 2 shows, 73 percent of ranked applicants with an EFC of $0 received the scholarship while only 54 percent of ranked applicants with a GPA of 4.0. This reflects the unequal weights assigned these two categories in the weighting process. Table 2 also shows what type of weighting scheme would be needed if one wanted all 4.0 students to receive a scholarship or if one wanted all $0 EFC students to receive a scholarship. Basically, if one wanted all 4.0 students to receive the scholarship, one would have to give almost all the weight to GPA. Likewise, if one wanted all $0 EFC students to receive the scholarship, one would have to give almost all the weight to the EFC.

To better understand if the Opportunity Scholarship is serving the intended population, one also needs to examine if the ranked applications are representative of the state. If they are, then the weighting formula will automatically ensure that the students with the most financial need and highest academic

achievement receive the scholarship. As a first step toward examining whether or not the students with ranked applications are representative of students overall, we examine the share of those with ranked applicants who graduated from schools that were eligible for Title I funds (Title I schools) versus the share of all graduates from Title I schools. We group students by their school's Title I status because it is the only proxy for income available at this time. If students from Title I schools are not perfectly or even over-represented in the pool of ranked applications then the Idaho Opportunity Scholarship may not be reaching the students most in need of the scholarship.[8]

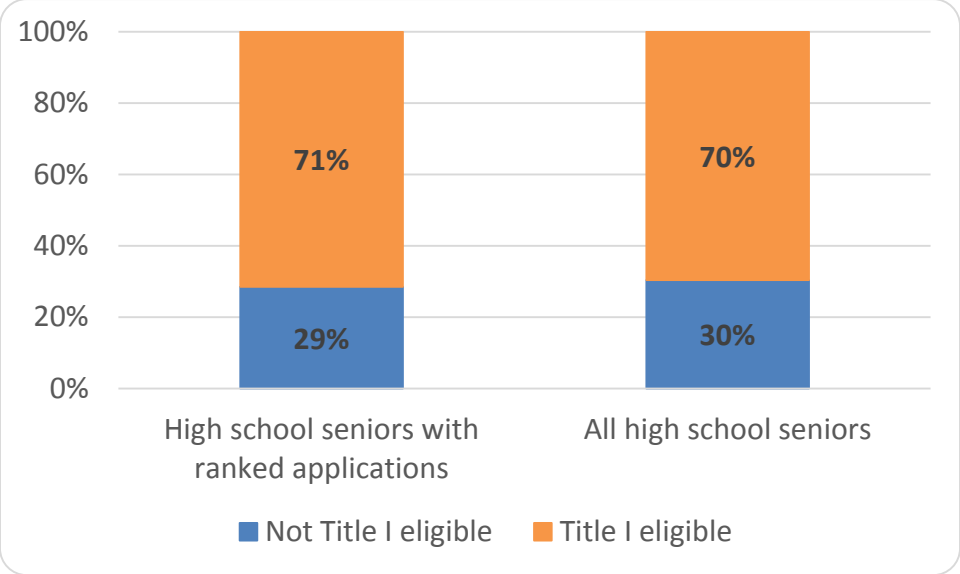
We only include graduating high school seniors with ranked applications in this analysis. We also only included those students for whom we could determine Title I status. Figure 8 shows that the pool of ranked applicants does mirror the underlying population in terms of Title I eligibility.

We further examined individual high schools that were eligible for Title I funds. We first calculated each school's share of ranked applications. We compared that to each schools share of graduating high school seniors. Schools that were under-represented in the ranked applicant pool would have a lower share of ranked applicants than of graduating high school seniors. Schools that were over-represented in the ranked applicant pool would have a higher share of ranked applicants than of graduating high school seniors. Of the 117 Title I high schools, 37 (or 32 percent) were under-represented in the ranked applicant pool. Sixty-three (or 54 percent) were over-represented. The remainder were perfectly represented. This does suggest that there are school-level differences in the degree to which eligible students apply. To understand why these differences arise, it may be necessary to interview high school counselors.

Of course, the above analysis does not take the GPA eligibility into account. In the future, we will repeat the above analysis but considering both GPA and Title I status. We will also examine whether free-or-reduced price lunch status is a reasonable proxy for income.

[8] Non-Title I schools may be under-represented if their students understand the degree to which the scholarship is based on financial need. The probability of students with high EFC receiving the scholarship may be low enough that they simply do not apply.

Figure 8: Title I status of high school seniors with ranked applications and all high school seniors for award year 2015



Is the Idaho Opportunity Scholarship effective at changing behavior?

To understand if the Idaho Opportunity Scholarship is effective at changing behavior, we examine several questions. Are recipients of the Idaho Opportunity Scholarship more likely to go on to college in the fall immediately after graduation than similar non-recipients? The Opportunity Scholarship just covers fees at the two-year institutions and covers about half of tuition and fees at the four-year institutions in Idaho.[9] Therefore, even students who receive the scholarship will still have to have other sources of funds in order to attend college. Are recipients more likely to stay in–state to go to college than similar non-recipients? Do recipients of the Opportunity Scholarship complete college at higher rate than similar non-recipients?

At this stage, we will do a simple comparison of go-on rates for different populations for the first two questions. First, we will compare the go-on rates for all recipients versus the rate for all high school seniors. This will obviously be higher and does not tell us if the Opportunity Scholarship actually changes behavior. For illumination on that point, we will compare the go-on rates for recipients who just barely qualified for the scholarship versus those who just barely did not qualify for the scholarship. Differences in behavior between these two groups is likely due to receipt of the Opportunity Scholarship. We will do this analysis as the necessary data becomes available. We will do similar analysis for the probability a student stays in state. This data is also not yet available.

[9] Fees at the two-year institutions averaged just over $3,000 in FY2016. Tuition and fees at the four-year institutions averaged approximately $6,700 in FY2016. Lewis-Clark State College had the lowest tuition and fees at $6,000.

In the long run, we will examine completion rates of those who receive the Opportunity Scholarship versus those who do not. This data will not be available for several years. In the short run, we can examine retention rates of those who received the scholarship versus retention rates of other undergraduates with similar EFCs and GPAs. The data for this is also not yet available.

Does the Idaho Opportunity Scholarship have unintended effects?

While the Idaho Opportunity Scholarship may affect some behavior, there may also be unintended effects. A recent study found that recipients of Georgia's HOPE Scholarship were less likely to graduate with a STEM degree[10] than they would have been without the scholarship. The study concluded that the decline came from students who started out in STEM majors but then switched to a non-STEM major before graduation in order to maintain their GPA so they would remain eligible for the scholarship. The same study also found some evidence of high school GPA inflation after the HOPE scholarship was instituted. In this section, we will examine if either of these effects are apparent in Idaho. The data for this analysis is still pending.

In this section, we will also examine whether or not students who receive the Opportunity Scholarship and then are not able to renew it graduate from college at the same rate as similar students. This data is also not yet available.

Conclusion

This analysis is the first step of an evaluation of the Idaho Opportunity Scholarship. It shows the amount of funding going towards renewals has increased dramatically from the 2014 to the 2015 award years. It posits that this will likely increase again for the 2016 award year.

This paper identifies that completion of the FAFSA is a barrier for students. However, this should become less of a barrier in the near future. It also shows that males and students from some Title I schools are under-represented in the ranked applicant pool. Once data on high school GPAs is received, it can be determined how much of this is due to GPA ineligibility and how much is due to as-yet-undetermined barriers faced by these groups.

In order to complete this evaluation, more data is needed. This evaluation will be updated as the necessary data becomes available.

[10] Solquist, David L., and John V. Winters. "The effect of Georgia's HOPE scholarship on college major: a focus on STEM.", IZA Journal of Labor Economics (2015) 4:15.

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SUBJECT

60% Completion Goal

REFERENCE

August 2010	The State Board of Education approved that the State of Idaho's College Completion Goal be for 60% of young Idahoans (ages 25-34) to have a college degree or certificate by 2020.
October 2011	Discussion of current and future strategies to achieve the Board's goal.

BACKGROUND/DISCUSSION

On June 15, 2010, the Georgetown Center on Education and the Workforce released a report projecting that approximately 60% of the jobs in Idaho would require some sort of postsecondary degree or certificate by 2018. At the August 2010 Board meeting, the State Board of Education formally approved and adopted a completion goal in that 60% of young Idahoans (ages 25-34) would have a college degree or certificate of at least one academic year by 2020.

In October 2011, the State Board reviewed a model for projecting the number of degrees and certificates needed to meet the completion goal. The goal is a measure of the population which made the creation of an accurate model difficult. The model, as presented to the Board, included factors like migration that are outside of the Board's control. In 2015, Board staff have updated the completion goal model in order to provide to the State Board points of discussion and identify policy levers available to the Board in order to improve progress toward the goal.

ATTACHMENTS

Attachment 1- Completion Goal model Page 3
Attachment 2- 60% Goal Progress Page 5

STAFF COMMENTS AND RECOMMENDATIONS

We track progress on the 60% goal using the Census Bureau's American Community Survey (ACS). The survey does not contact everyone in Idaho so it only provides an *estimate* of the measure. There is some degree of measurement error in these estimates and, therefore, year-to-year changes are not necessarily statistically significant changes. This was seen last year when the estimate decreased from 42 percent to 41 percent, but the decline was not statistically significant.

The ACS does not collect information on certificates. In 2013, Board staff issued its own survey to 10,000 Idahoans. Although the response rate was low, the information collected allowed us to assume that approximately six percent of the 25-34 age group has a certificate that would count toward the goal.

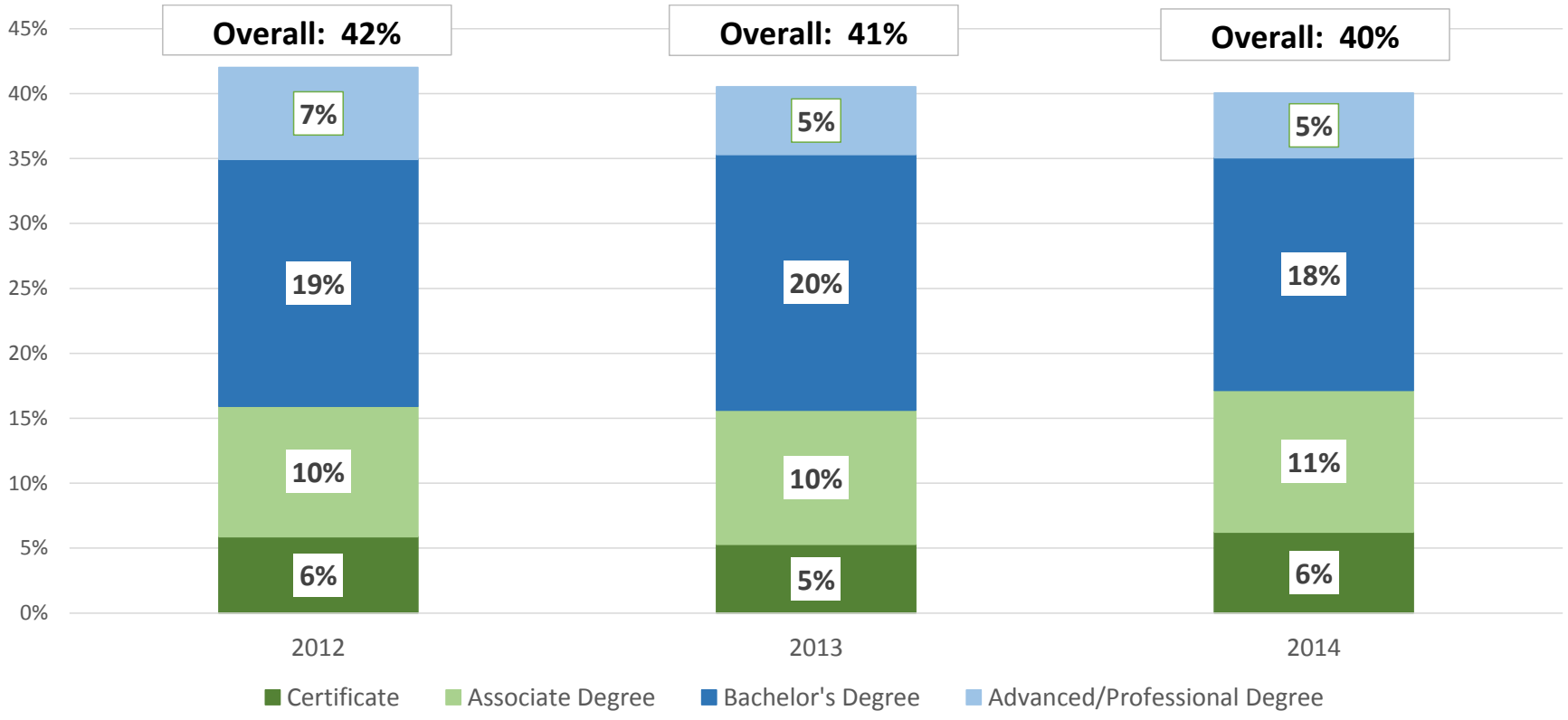
Since the goal is based on characteristics of Idaho's total population ages 25 to 34, there are many factors which play into achieving the goal. The biggest factor outside of the Board's control is migration, both in-migration and out-migration. This version of the model aims to provide the Board insight on how areas the Board can influence affects attainment of the 60% goal. Specifically, it models how the following affect the goal:

- Go-on rates by gender and ethnicity
- The share of students who attend a four-year versus a two-year school by ethnicity
- The share of students who go full-time versus part-time
- The degree to which non-traditional students go back to school
- Completion rates.

BOARD ACTION

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

60% Goal


Overall: 42%
Overall: 41%
Overall: 40%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
7%
19%
10%
6%
5%
20%
10%
5%
5%
18%
11%
6%
2012
2013
2014
Certificate
Associate Degree
Bachelor's Degree
Advanced/Professional Degree

	Baseline			Scenario 1		
Go-On Factors						
One-year	50%			90%		
Two-year	56%			One Year + 10%		
Three-year	59%			Two Year + 0%		
Gaps between:						
Females and Males (Non-Hispanic)	14 percentage points			0 percentage points		
Females and Males (Hispanic)	9 percentage points			0 percentage points		
Non-Hispanics and Hispanics (females)	13 percentage points			0 percentage points		
Non-Hispanics and Hispanics (males)	9 percentage points			0 percentage points		
Effective Go-On Rates (used in calculations)	One Year	Two Year	Three Year	One Year	Two Year	Three Year
Non-Hispanic females	58%	64%	67%	90%	100%	100%
Non-Hispanic males	44%	50%	53%	90%	100%	100%
Hispanic females	45%	51%	54%	90%	100%	100%
Hispanic males	36%	42%	45%	90%	100%	100%
All students	50%	56%	59%	90%	100%	100%
Share who enroll in a four-year school (of those who go-on)	Baseline			Scenario 1		
Non-Hispanic females	72%			75%		
Non-Hispanic males	67%			70%		
Hispanic females	50%			50%		
Hispanic males	50%			50%		
Share who enroll full-time (of those who go-on)	Baseline			Scenario 1		
Two-year Institution	67%			70%		
Four-year Institution	88%			90%		
	Baseline			Scenario 1		
Non-traditional student go-on rate	10%			5%		
Share of non-traditional students who enroll in a four-year school	22%					
Share of non-traditional students who enroll full-time						
Two-year Institution	43%					
Four-year Institution	36%					
Full-Time Completion Rates	Baseline			Scenario 1		
Traditional Student	100% Time	150% Time	200% Time	100% Time	150% Time	200% Time
Four-Year School	13%	38%	46%			
Two-Year School	12%	22%	27%			
Non-Traditional Student	100% Time	150% Time	200% Time	100% Time	150% Time	200% Time
Four-Year School	10%	24%	31%			
Two-Year School	16%	22%	25%			
Part-Time Completion Rates	Baseline			Scenario 1		
Traditional Student	100% Time	150% Time	200% Time	100% Time	150% Time	200% Time
Four-Year School	0%	9%	16%			
Two-Year School	5%	8%	9%			
Non-Traditional Student	100% Time	150% Time	200% Time	100% Time	150% Time	200% Time
Four-Year School	0%	6%	9%			
Two-Year School	14%	17%	19%			
				Scenario 1		
Year to first apply Go-On Factors	2016			2011		
Year to apply full-time rates	2016			2013		
Year to first apply non-traditional student go-on rate	2016			2013		
Year to apply Completion Rates	2016			2014		
				Scenario 1		
Gap in credential attainment between those who migrate in and those who migrate out						

SUBJECT

Statewide Assessment Discussion

REFERENCE

February 2015	Board was updated on the rejection of the pending rule moving the high school proficiency graduation requirement to 11th grade and exempting the class of 2017 and 2018 from have to be proficient.
May 2015	The Board received in-service on types of assessments and their uses.
August 2015	The Board approved a proposed rule exempting the students who took the ISAT as 10th graders in 2015 and will graduate in 2017 from having to meet the proficiency graduation requirement and a proposed rule setting the proficiency levels for the ISAT in grades 3-11.
October 2015	The Board waived the administration of the ISAT in grade 9 and the 10th grade proficiency graduation requirement for the 2015-2016 school year.
November 2015	The Board approved a pending rule exempting the students who took the ISAT as 10th graders in 2015 and will graduate in 2017 from having to meet the proficiency graduation requirement and a pending rule setting the proficiency levels for the ISAT in grades 3-11.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.111 – 112 and 08.02.03.105.
Chapter 45, Title 33, School Accountability Report Cards

BACKGROUND/ DISCUSSION

As Idaho finalizes the transition to the new version of the Idaho Standards Achievement Tests (ISAT) for English Language Arts (ELA) and mathematics, there are a number of areas that have been identified for further discussion and consideration by the Board. As described in Administrative Code the ISAT is an assessment we use to determine if students are meeting our state content standards. Currently Idaho uses the ISAT developed by the Smarter Balanced Assessment Consortium (SBAC) and administered through American Institutes for Research (AIR) for ELA and math subject areas, the science version of the ISAT developed by Data Recognition Corporation (DRC) for science in grade 3 and 8. End of course assessments developed by the Department of Education are used for chemistry and biology at the high school level.

IDAPA 08.02.03.111, Assessment in the Public Schools, outlines the state's comprehensive assessment program (this includes all statewide assessments). IDAPA 08.02.03.112, outlines the state accountability system and was designed to meet the federal accountability requirements. The accountability requirements in IDAPA 08.02.03.112 were initially approved by the Board in 2003 and became

effective in 2004. In addition to these accountability requirements, Chapter 43, Title 33, Idaho Code also contains requirements for school accountability reports card. These sections of code were enacted in 1990 and have not been amended since 1996.

The ISAT serves a dual purpose. The bulk of the use of the statewide assessment program is used for school and district accountability. In addition to this purpose, pursuant to IDAPA 08.02.03.105, there is also a requirement that high school students are proficient on the ISAT (ELA and math) in order to graduate. As a high school graduation requirement it is being used to assure that when students leave high school they have, at a minimum, met the ELA and math standards. Currently the level of proficiency is at the 10th grade level. The original purpose of setting the graduation proficiency requirement level at grade 10 was to give students who are not proficient the opportunity to take courses to address the areas in which they struggled and then allow them to retake the assessment in grade 11. If they are still not proficient in grade 11 they could then complete an alternate route established at the district level that uses multiple measures to show a student met the state's content standards in ELA and math.

An additional assessment that is included in the comprehensive assessment program is the requirement that students take a college entrance exam. This requirement was established as part of the high school reform initiative in 2006. College entrance exams where identified as one of the barriers for Idaho students going on to postsecondary education. While a small part of the barrier is cost, the larger issue was students who came from families that did not consider postsecondary education as an option, or students that did not realize they had the ability to succeed at the postsecondary level. By requiring every student to take a college entrance exam it reaches those students that would not consider voluntarily taking the assessment. It is important to note this requirement does not include a proficiency level. If the state were to consider establishing a proficiency level for a college entrance then additional work would need to be done to make sure there were adequate accommodations available as well as an alternative assessment similar to the ISAT-Alt that is in place for the ISAT.

The new ISAT provides a suite of tools that are available to the school districts that was not previously available with the ISAT that was administered by DRC. The ISAT that was developed and administered by DRC was a multiple choice test that encompassed ELA, math, and science (grades 3, 8, and 10). The new ISAT provides a number of tools including interim or block assessments, a digital library of supports for teachers, and the summative assessment that is the statewide assessment administered in the spring. With the new administration of the assessment, teachers may access their student level data through AIR's online portal. The individual levels of access granted to teachers is currently established at the school district level. Idaho as a state has the option through AIR of developing reporting tailored to the state's needs.

Further, a group of Idaho educators (K-12 and postsecondary) convened in 2014 to start work on developing a framework that would demonstrate whether or not a student was on track to succeed in postsecondary education by the time they graduated. The framework looks at how a student scores on the high school ISAT and then lays out courses the student should take in order to be prepared to go on to college once they graduate. Dr. Roger Stewart, from Boise State University has been key in the development of this framework for Idaho and will provide the Board with a brief presentation detailing the development of the framework and how it can be used as a bridge between K-12 and higher education.

IMPACT

The discussion will provide direction to the staff on which administrative rule changes should be brought back to the Board for consideration in 2016.

ATTACHMENTS

Attachment 1 – Transition Framework Page 7
Attachment 2 – ECS Exit Exam/EOC information Page 9
Attachment 3 – Foundation for Excellence – Idaho Testing Times Page 19
Attachment 4 – 2014-15 ISAT ELA, math, and Science Testing Times Page 33
Attachment 5 – ISAT Survey Results Page 35
Attachment 6 – AIR Online Reporting System Page 41
Attachment 7 – Accountability and Autonomy Task Force Subcommittee Report Page 47

STAFF COMMENTS AND RECOMMENDATIONS

In October a work group chaired by Board member Critchfield was convened to discuss complaints that had been shared regarding the availability of ISAT data to the districts and the amount of time the test took. The work group consisted of Idaho educators as well as legislators and the education stakeholders. This group will have a follow-up meeting on December 8th and Board member Critchfield will provide the Board with a full initial report on any outcomes. As a result of the meeting it was determined that while there have been complaints about the availability of the ISAT data for the teachers is limited, in actuality only a limited number of school districts have provided AIR with the information necessary to grant teachers access to their student's results. When the information was checked in October, only 32 school districts and charter schools had provided AIR the information necessary to grant the teachers access.

The areas the Board has grappled with in regards to the statewide assessment have been:

- Should proficiency on the ISAT be a graduation requirement;
- What year should the ISAT be administered in at the high school level;
- Should the ISAT only be administered once in high school; and
- How should it be used for accountability purposes?

While currently in alignment with federal requirements, historically, it has been felt that there needed to be at least one single, standard assessment used at the state level for policy makers to consistently measure the performance of our public schools and use for making policy decisions. The original comprehensive assessment system in IDAPA 08.02.03.111 required the ISAT to be administered in grades 2 – 10, with additional testing available in grades 11 and 12 for students who were not proficient in high school. The assessment was also required to be administered twice a year, once in the fall and then again in the spring.

Should the Board choose to make changes in the either the graduation requirement or the ISAT administration requirements that are in administrative rule, the Board will need to keep in the mind the following timeline:

- Consideration of proposed rules no later than the August Board meeting (ideally they would be considered in April or June.)
- Consideration of pending rules not later than a special meeting in November (if the proposed rule is considered in April or June the pending rule could be considered at the October Board meeting).
- Approved pending rules would be forwarded to the legislature for consideration during the 2017 legislative session and become effective at the end of the session (Spring 2017, for the 2017-2018 school year).
- The Board may promulgate temporary rules (if they meet the statutory requirements) at any time. They become effective immediately with no public comment period but must go through the standard proposed process to become permanent.

In addition to the rulemaking timelines, any changes are also tied into the federal accountability requirements. There is a general belief at this point that the Elementary Secondary Education Act (ESEA) may be reauthorized by the end of the calendar year. If this happens all waivers will be null and void as of August 1, 2016 and states will go back to establishing their accountability systems similar to how they had in the past in compliance with the new requirements. Current information available indicates that if the ESEA is reauthorized, states will start being held accountable to the new requirements in the 2017-2018 school year:

- states would still be required to test students in grades 3 – 8 and once in high school;
- student participation rates would still need to be considered; and
- states would still be required to submit accountability plans (previously known as our state Accountability Workbook).

New plans would need to be place by the start of the 2017-2018 school year. Until the Every Student Succeeds Act is actually passed and signed into law, we may not know what the timelines are for submitting these new accountability plans to the US Department of Education in order for them to be in place by the 2017-2018 school year. Pending reauthorization, Idaho's current deadline for submitting our waiver request is April, 2016. Superintendent Ybarra will be providing the Board with an update on Idaho's waiver request under a separate agenda item.

BOARD ACTION

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

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A Seamless K-16 System: Utilizing the Idaho Core Standards, the New ISAT, and Other State Board Initiatives to Build a Bridge Between K-12 and Higher Education

Dr. Roger A. Stewart
College of Education
Boise State University

December 9, 2015

Background Information to the Bridge

Each Smarter Balanced Consortium member designates a person as the Higher Education Lead in their state. The Idaho State Board of Education Chief Academic Officer has been that person for Idaho.

I have worked since 2012 with the SBOE Chief Academic Officers helping them in their work related to Smarter Balanced.

Why would each SBAC member have a higher education lead?

Answer: The Idaho Core Standards have as their summative outcome college and career readiness for all students. The Smarter Balanced Assessment Consortium Assessments are fully aligned to the Idaho Core Standards and thus measure progress towards college and career readiness.

Thus, the member states of Smarter Balanced realized the importance of building a strong higher education presence in the development of the assessments and also saw a need for the higher education institutions to recognize the 11th grade SBAC assessment as a valid and reliable measure that could be used for initial course placement decisions during the freshman year of college.

Primary Assertion

Idaho needs a seamless K-16 system whereby students leaving one level of the system are fully prepared for the next.

What is needed to realize a seamless system?

- Content standards that bridge the K-12/post-secondary education divide.
- An assessment system that clearly, coherently, and consistently shows students, parents/caregivers, educators, and all other stakeholders the progress being made towards successful exit of the K-12 system.
- State-level policies that clearly articulate to all stakeholders the standards and assessments to be used, performance expectations for all levels of the system, and the accountability mechanisms that will be employed.

Relevant Higher Education Initiatives Unique to Idaho's Efforts to Create a Seamless K-16 System

Idaho General Education Reform Initiative—establishing common course outcomes for all college general core courses across all eight Idaho public higher education institutions.

Transforming College Remediation Initiative—reducing the number of students in non-credit bearing college remediation courses at all eight higher education institutions by developing better placement protocols and also providing support for students enrolled in credit bearing courses who would, under the old policies and procedures, have been placed in non-credit bearing courses.

12/2/2015

So what has been done to achieve the seamless system:

- Gen ed reform complete
- Remediation reform complete
- Idaho Core Standards implemented
- SBAC implemented **BUT** not at 11th grade
- 11th-12th Grade Transition Framework Drafted

Overview of 11th-12th Grade Transition Framework—you have a copy in your meeting materials

Developed by Idaho K-12 and higher education faculty, high school counselors, school administrators, and State Department of Education staff during spring and summer 2014.

Framework was predicated primarily on Idaho administering the 11th grade SBAC but it also incorporated other college readiness and college entrance examinations (e.g., SAT).

Purpose #1 of Framework: To clearly articulate to students, educators, parents/caregivers, and stakeholders whether a student is on track to be college ready by the end of 12th grade and what can be done to stay on track or to get on track.

Purpose #2 of Framework: Become a key structural member of the bridge between K-12 and higher education.

Proposed Mathematics Framework

11th Grade Mathematics Performance		
Performance Level[1]	**Student Status and Conditions**	**Additional Comments**
Level 4: Exempt	Exempt from courses with a noncollege-level prerequisite (Note: Math 108 is not considered college level.). **Maintaining Level 4 Exempt:** Complete post-Algebra II or post-Integrated Math 3 course in senior year with a minimum grade of B.	➢ These criteria basically define a student ready for Math 121, 123, 143, 147, 150, 160, or 187, or an entry level statistics course. ➢ Students are expected and should be advised to take dual credit and other opportunities for earning college credit during 12th grade.
Level 3: Conditionally Exempt	Exempt from remediation for placement into Math 121: Liberal Arts Math (Note: Often local exceptions. See Note 2.). **Achieving Level 3 Exempt:** Complete post-Algebra II or post-Integrated Math 3 course in senior year with a minimum grade of B or retest at Level 3a successfully complete a dual credit general education math course. (See Note 2.). **Maintaining Level 3 Conditionally Exempt:** Complete post-Algebra II or post-Integrated Math 3 course in senior year with a minimum grade of C.	➢ These criteria basically define a student ready for Math 123 or other similar courses unique to individual campuses.
Level 2: Needs Support	Not exempt from remediation. **Achieving Level 2 Conditionally Exempt:** Complete math course in senior year (Algebra II or higher or Integrated Math 3 course) with a minimum grade of C or retest at Level 2a.	➢ Three criteria basically define a student ready for Math 120.
Level 1: Needs Substantial Support	Not exempt from remediation. Additional placement information, including multiple measures, and institutional processes needed for all entry-level courses. A student retests and earns a higher score than he/she follows that level or lower.	➢ These criteria basically define a student positioned below Math 120. ➢ Post-high school students should consider enrolling in an adult basic education program for support and guidance.
Placement options apply to students who	go directly into higher education after high school, i.e. the fall term of the academic year following their high school cohort graduation.	

Proposed English Language Arts (ELA) Framework

11th Grade English Language Arts Performance		
Performance Level[1]	**Student Status and Conditions**	**Additional Comments**
Level 4: Exempt	Exempt from non-credit bearing course work. **Achieving** college entry college level English course (including but not limited to English Composition on its equivalent). **Maintaining Level 4 Exempt:** Complete college entry college level **writing** courses (See Note 1).	➢ Students are expected and should be advised to take dual credit and other opportunities for earning college credit during 12th grade. ➢ These criteria basically define a student ready for at least ENGL 101F or ENGL 101.
Level 3: Conditionally Exempt	Exempt from remediation for placement into "co-requisite" or "supported" entry college level English course (including but not limited to English Composition on its equivalent, e.g., ENGL 101/191, ENGL 102/F). **Achieving Level 3 Exempt:** Complete a two semester senior level **writing** course with minimum grades of C or retest at Level 3a successfully complete ELA college readiness dual credit course. **Maintaining Level 3 Conditionally Exempt:** Complete senior level English course.	➢ These criteria basically define a student ready for ENGL 101/191, ENGL 102/F, or equivalent.
Level 2: Needs Support	Not exempt from remediation. **Achieving Level 2 Conditionally Exempt:** Complete senior level English course with a minimum grade of C or retest at Level 2.	➢ Post-high school students should consider enrolling in an adult basic education program for support and guidance.
Level 1: Needs Substantial Support	Not exempt from remediation. Additional placement information, determined by local and secondary institutional processes needed for all entry-level courses. If student retests and earns a higher score than he/she follows that level or	➢ Post-high school students should consider enrolling in an adult basic education program for support and guidance.
Placement options apply to students who	go directly into higher education after high school, i.e. the fall term of the academic year following their high school cohort graduation.	

EDUCATION COMMISSION OF THE STATES
Your education policy team.

Response to information request

Prepared October 2015
Jennifer Dounay Zinth
jzinth@ecs.org

This response was prepared for Idaho State Board of Education

Your Question:

You asked about end-of-course assessments. Specifically, you were interested in subjects tested, whether EOC exams are an exit exam or graduation requirement, whether EOC exams are created at the state level or if each district develops its own EOC exam, and who sets the proficiency/passing score for EOC exams (i.e., state or district).

Our Response:

As of the 2015-2016 school year:

- Twenty-six states are administering one or more statewide end-of-course assessments. In these 26 states, all students enrolled in a specified course are required to sit for the related end-of-course assessment.
- One additional state, Alabama, has optional statewide end-of-course assessments in 2015-2016. Districts determine which, if any, end-of-course assessments will be administered to all students within a given course.
- One additional state, Connecticut, is exploring the development of end-of-course assessments.

Generally speaking:

- States do not encourage or require the development of district-level end-of-course assessments.
- States expect end-of-course assessments to be administered after a student has completed the related course. Exceptions exist.
    - A small number of states (specifics available upon request) develop end-of-course or other statewide assessments explicitly for students to demonstrate content mastery in lieu of seat time.
    - Florida is one state that explicitly allows districts to report a 1/6 FTE for a student enrolled as a full-time student who passes a statewide, standardized end-of-course assessment without having taken the corresponding course.[1]

Number of end-of-course assessments:

- States vary considerably in the number of end-of-course assessments available, from a low of one in New Jersey (biology) to a high of 63 in New Mexico (these 63 include end-of-course assessments for middle and elementary grades students).

Exit exams:

- Thirteen states require students in any grades 9-12 in 2015-2016 to pass one or more end-of-course exams. These states include:
    - States that use end-of-course exams in some subjects and other types of assessments (Smarter Balanced or state-developed, for example) in other subjects.
    - Pennsylvania and Nevada, which will use end-of-course exams as exit exams for the first time with the graduating Classes of 2017 and 2019, respectively.
- One additional state, Ohio, uses statewide end-of-course exams as one of three options for students to fulfill graduation requirements in addition to Carnegie unit requirements.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

- While Connecticut (not one of these 13 states) has a statutory requirement for end-of-course exams to be used as exit exams effective with the Class of 2021, 2015 legislation also calls for the convening of a task force to review graduation requirements, including the end-of-course requirement.
- Mississippi is phasing out the requirement that students pass four end-of-course exams.

Use in determining students' final course grades:

- Seven states currently require a percentage of end-of-course exam scores to be factored into students' final course grades. An eighth state, Mississippi, will join these states effective with the 2016-2017 school year.
- Louisiana is the only state that uses end-of-course exams as an exit exam and requires that a percentage of an end-of-course exam score be factored into a student's final course grade.
- The percentage of the final course grade the end-of-course exam score comprises varies from 20% in Georgia, South Carolina and Tennessee, at least 20% in North Carolina, a recommended 20% in Kentucky, 25% (eff. 2016-2017) in Mississippi, and 30% in Florida. Louisiana calls for districts to determine a percentage, ranging from 15-30%.

Who develops?

- Eleven states indicated that vendors develop their end-of-course assessments. This includes two states, Florida and Mississippi, that indicated different vendors are used to develop different subject-area end-of-course assessments.
- Nine states indicated that end-of-course assessments are developed through a collaborative process between vendors and either the state education agency and/or educators in the state.
- At least one state – New Mexico – develops its end-of-course assessments by a collaboration educators within the state and the state education agency.
- One state – North Carolina – contracts with a state university for the development of its end-of-course assessments.
- In four states, the source of end-of-course assessments is unclear as of this writing.

Who sets proficiency/passing score?

- Generally speaking, the state Board of Education approves proficiency/passing scores on end-of-course assessments. Some states clarified that the Board of Education acted from a Department of Education recommendation in approving these cut scores.
- Exceptions to this general rule include:
    - New Mexico: Cut scores are approved by groups of New Mexico educators led by the Public Education Department, and approved by the Director of Assessment and Accountability and Secretary of Education
    - Oklahoma: Cut scores are approved by the state's Education Quality and Accountability Board, an entity within the governor's office, based on recommendations from expert panels
    - Texas: Statute places authority for approving cut scores with the Commissioner of Education.

This list of states with end-of-course assessments does not include:

- *End-of-course assessments being administered through the PARCC consortium.*
- *End-of-course assessments administered after students complete a developmental course or intervention.*
- *End-of-course assessments developed exclusively to allow students to opt out of Carnegie unit requirements.*

The table below provides further details about states' mandatory (all students enrolled in course must take assessment) end-of-course assessment programs for the 2015-16 school year, as well as states implementing end-of-course exams at a later date.

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Asterisk denotes course student must complete for high school graduation.

State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/ passing score?
AZ	• English 9 * • English 10 * • English 11 * • Algebra I * • Geometry* • Algebra II* Student may take personal curriculum option outlined in A.A.C. R7-2-302.03 and not take Algebra II.	No	May be but not required[1]	Vendor (American Institutes of Research) (AIR)	State Board of Education
CT (still under devt.)	*To be implemented for Class of 2021. Exams must be developed or approved by July 1, 2016.* • Grade 10 English* • Algebra I* • Geometry* • Biology* • American History*	While statute calls for end-of-course to be exit exams as of 2021, a high school task force is being convened to consider the issue.	No	TBD	TBD
DE	*Either: • Algebra II or • Integrated Mathematics II and • U.S. History*	No	No; however, districts and charters may adopt this policy	AIR	Pending state response
FL	• Algebra I* • Geometry* • Algebra II • Biology 1* • U.S. History* • Civics*	Yes, for Algebra I[2]	Varying requirements for graduating classes between Class of 2016 and beyond	Vendors (Pearson for Biology 1, U.S. History, Civics; AIR for Algebra 1, Geometry and Algebra II)	State Board of Education[3]
GA	• Ninth Grade Literature and Composition* • American Literature and Composition* *Either • Algebra I • Coordinate Algebra *and either • Geometry	No	20% of final course grade	Collaboration between Vendor (Data Recognition Corporation) and Georgia Department of Education	State Board of Education[5]

[1] State Board of Education has not set parameters for including scores in course grades as of October 2015.
[2] Students are required to pass the Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma, but must not pass the EOC assessment to earn course credit. (9)(c)(2)
[3] State Board of Education approves the Commissioner of Education's recommendation stemming from a standard-setting process that involves Florida educators and other stakeholders.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/ passing score?
	• Analytic Geometry • Biology* • Physical Science[4] • United States History* • Economics/ Business/Free Enterprise				
HI	• Algebra I • Algebra II • Biology 1* • U.S. History	No	No	Collaboration between Hawaii Department of Education and AIR	Board of Education approves, based on Department of Education recommendation
IN	• English 10* • Algebra I* • Biology I*	Yes, for English 10 and Algebra I, through Class of 2018[6]	No	Collaboration between vendor (Questar) and Indiana educators[7]	Pending state response
KY	• English II* • Algebra II* • Biology • U.S. History	No	KDE has recommended (but not required) scores to comprise 20% of final course grade[8]	Vendor (ACT)	Pending state response
LA	• English II* • English III*[9] • Algebra I[10] • Geometry[11] • Biology* • U.S. History*[12]	Yes. Student must score Fair or above on: • English II or III • Algebra I or Geometry • Biology or U.S. History	Yes. Percentage must be 15-30% of final course grade, to be determined by LEA.	Vendor (Pacific Metrics)	Board of Education approves, based on Department of Education recommendation
MD	• Biology* • Government*	Yes	No	Developed by vendor (ETS) with help from Maryland curriculum development team	State Board of Education
MA	Take one of the following: • Biology • Chemistry	Pass one of the following: • Biology	Pending state response	Pending state response	Pending state response

[5] State Board of Education approves the Superintendent's recommendation stemming from a standard-setting process that involves Georgia educators

[4] Student must complete physical science or physics

[6] Effective with the Class of 2019, the ISTEP + Grade 10 Assessment will become the graduation examination.

[7] Questar develops and scores assessment items. Indiana educators are involved in the process, reviewing items to ensure alignment to the state-adopted standards, and assisting in the cut score setting process.

[8] Districts are asked to report to Kentucky Department of Education on inclusion of end-of-course results in final course grades. Each district including end-of-course test results at less than 20% are required to report the percentage used and justification for that decision.

[9] Eff. Class of 2018, students complete either English III or any of specified AP or IB ELA courses.

[10] Students completing Core 4 must complete Algebra I, Applied Algebra I, or Algebra I-Pt. 2. Students completing Basic Core must complete Algebra I, Applied Algebra I, or Algebra I-Pt. 1 and 2. Eff. Class of 2018, Basic Core and Core 4 are replaced by TOPS university diploma, under which students must complete Algebra I

[11] Students completing Basic Core or Core 4 curriculum must complete Geometry or Applied Geometry. Eff. Class of 2018, Basic Core and Core 4 are replaced by TOPS university diploma, under which students must complete geometry.

[12] Eff. Class of 2018, students completing TOPS university diploma must complete U.S. History, AP U.S. History or IB History of the Americas I.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/ passing score?
	• Introductory Physics • Technology/Engineering	• Chemistry • Introductory Physics • Technology/Engineering			
MS	• English II* • Algebra I* • Biology I* • U.S. History from 1877*	Yes, for Class of 2016[13]	Eff. 2016-2017, 25% of final course grade	Vendor (Questar for English II and Algebra I, Pearson for Biology I and U.S. History)	State Board of Education, based on recommendation from Mississippi Department of Education's Office of Student Assessment
MO	• English I • English II • Algebra I • Geometry • Algebra II • Biology • Physical Science • Government • American History	No	No; however, districts and charters may adopt this policy	Vendor (Questar)	State Board of Elementary and Secondary Education
NV	• English language arts with a focus on reading comprehension • English language arts with a focus on writing • Math I Emphasis on Algebra I • Math II Emphasis on Geometry • Integrated Mathematics I • Integrated Mathematics II	Yes, eff. Class of 2019. Students must pass four EOCs. Two math EOCs and: • English Language Arts I or II • Science Classes of 2017 and 2018 must take but need not pass EOCs.	Pending state response	Vendor (Pending state response)	Pending state response
NJ	• Biology	No	No	Vendor (Measurement Incorporated), with New Jersey Department of Education oversight	State Board of Education
NM	63 EOCs across numerous content areas and grade levels	No[14]	No. While factoring of final exams into course grades is	State-developed. Educators from across New Mexico	Groups of NM educators led by PED, and

[13] In lieu of passing all four end-of-course assessments, students in the Class of 2016 may use their course grade as well as end-of-course (SATP) score to apply to graduate. In addition, students in 2015-2016 may combine end-of-course exam scores to meet graduation requirements instead of passing each end-of-course exam. Eff. 2016-2017, percent of exam score will be factored into student final course grades, but students will not be required to earn passing scores.

[14] However, state requires students to demonstrate competency in reading, writing, math, science and social studies. Students who fail to demonstrate competency on their primary assessment may use a passing score on end-of-course assessments designated "ADC" (alternate demonstration of competency) here to fulfill exit exam requirement.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/ passing score?
			mandated in statute, use of state EOCs as final exams is optional.	develop blueprints and items; the Public Education Department (PED) compiles items into assessments.	approved by Director of Assessment and Accountability and Secretary of Education
NY	Regents exams in numerous subjects in English language arts, math, science, social studies and foreign languages.	Students must pass a Regents exam in: • English Language Arts • Math • Science • Social Studies • Pathway[15]	No	Pending state response	Pending state response
NC	• English II • Math I • Biology	No	At least 20% of final course grade[16]	University Partner (North Carolina State University, not-for-profit)	North Carolina State Board of Education[17]
OH	To be implemented for Class of 2018: • English I • English II • Algebra I • Geometry Or • Integrated Math I • Integrated Math II • Physical Science • Biology • American History* • American Government*	No[18]	No	Vendor (AIR)	Ohio State Board of Education
OK	• English II* • English III • Algebra I*	Students must earn proficient score on English II and Algebra I	No	Vendor (Measured Progress)	OK Education Quality and Accountability

[15] "Pathway" is an additional Regents exam in English, math, science or social studies (or Department Approved Alternative), or a Department-approved Arts or Language Other Than English assessment, or Department-approved CTE assessment following completion of an approved CTE program.
[16] Public schools must adopt policies on the use of EOC assessment results in assigning final grades. Students pursuing Occupational Course of Study are exempt from the minimum 20% requirement.
[17] An external contractor was selected through a competitive bidding process to conduct standard setting. The NC State Board of Education adopted the current achievement levels and achievement level descriptors in March 2014
[18] Students must meet one of three requirements in addition to Carnegie unit requirements: (1) Earn a cumulative passing score of 18 points using seven end-of-course exams. Students must earn a minimum of four points each in English and math, and cumulative six points in science and social studies. Students in AP or IB courses in biology, American history or American government may substitute exam scores; students may also substitute grades in dual enrollment courses in these subjects for end-of-course state exams. (2) Industry credential. (3) Earning a "remediation free" scores in English and math on a nationally-recognized college entrance exam.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/ passing score?
	• Geometry • Algebra II • Biology I • U.S. History*	EOCs and two of the remaining five EOIs.[19]			Board, an entity within the governor's office, based on recommendations from expert panels
PA	• Literature • Algebra I • Biology Keystone Exams in the following subjects are authorized for development subject to funding appropriated by the General Assembly: • English Composition • Civics and Government	Yes, eff. Class of 2017	No	Vendor (Data Recognition Corporation	State Board of Education
SC	• English 1* • Algebra I/Mathematics for the Technologies 2* • Biology 1/Applied Biology 2* • U.S. History and the Constitution*	No[20]	20% of final course grade	Collaboration between South Carolina Department of Education and vendor (Data Recognition Corporation)	Cut scores and performance-level descriptors are recommended by a standard setting committee. Unclear who approves recommendation[21]
TN	• English I • English II • English III • Algebra I* • Algebra II* • Biology I* • Chemistry • U.S. History*	No	20% of final course grade	Pending state response	Pending state response
TX	• English I • English II • Algebra I • Biology • U.S. History	Yes	No	Collaboration of Texas Education Agency and ETS[22]	Commissioner of Education

[19] Exemptions from the Algebra II, English III, Geometry or United States History EOIs are extended to students who (1) score 10% above State Board of Education-approved cut scores on ACT, SAT, PSAT or (2) achieve State Board-approved cut scores on AP, WorkKeys, CLEP or IB exams.

[20] All students must pass a high school science course for which there is an end-of-course assessment. Currently that course is Biology 1/Applied Biology 2. However, students are not required to pass the end-of-course assessment in Biology 1/Applied Biology 2, just the course.

[21] Standard setting committee comprised of a diverse group of teachers and other education professionals from across the state.

[22] TEA and ETS jointly develop assessment items, ETS scores assessments

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/ passing score?
	Districts may elect to administer: • English III • Algebra II				
UT	• Language Arts 9* • Language Arts 10* • Language Arts 11* • Secondary Mathematics I* • Secondary Mathematics II* • Secondary Mathematics III* • Earth Science • Biology • Chemistry • Physics[23]	No	No	Collaboration of Utah State Office of Education and AIR[24]	Utah State Board of Education
VA	• Reading • Writing • Algebra I • Geometry • Algebra II • Earth Science • Biology • Chemistry • World History & Geography to 1500 • World History & Geography 1500 – Present • World Geography • Virginia & U.S. History	Yes. While students are not required to pass a specific EOC to graduate, students must pass at least: • 2 English EOCs • 1 Math • 1 Lab Science • 1 History and Social Studies • 1 Student Selected Test	No; however, districts and charters may adopt this policy	Collaboration of vendor (Pearson) and Virginia educators[25]	Virginia Board of Education[26]
WA	• Algebra 1/Integrated Math 1* • Geometry/Integrated Math 2* • Biology*	Class of 2016: Math: Students choose one of 4 assessments, including Algebra 1/Integrated Math 1 or Geometry/Integrated Math 2[27] Classes of 2017-18: • Same math options as Class of	Pending state response	Pending state response	Pending state response

[23] Students must complete 2 units science chosen from Earth Science, Biology, Chemistry, Physics or Computer Science
[24] Utah teachers and AIR each create some items. AIR-created items are reviewed by Utah teachers. With the exception of writing assessments, AIR scores assessments in real time as students take computer-adaptive tests.
[25] Pearson responsible for creating items. Virginia educators review all items. Items go before committees that also review before assessments go live.
[26] The Virginia Board of Education establishes the cut score required for students to earn a pass/proficient, pass/advance, or failing score. The pass/proficient score for all SOL tests is 400-499 and pass/advanced is 500-600, on a scale of 0-600.
[27] Other options for students to meet math requirement are Smarter Balanced Math test and WA-AIM, for students with significant cognitive challenges.

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State	End-of-course exam subjects	Exit exam?	% of exam score factored into student final course grade?	State- or vendor-developed?	Who sets proficiency/ passing score?
		2016 • Biology[28] Class of 2019: • Math: EOC no longer offered[29] • Biology[30]			

[1] West's F.S.A. § 1011.61(1)(C)(b)VIII

[28] Biology EOC or WA-AIM for students with significant cognitive challenges
[29] Students pass Smarter Balanced math test or WA-AIM for students with significant cognitive challenges
[30] Biology EOC or WA-AIM for students with significant cognitive challenges

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IDAHO GRADE BY GRADE STATEWIDE STANDARDIZED ASSESSMENT CHART

This Idaho Grade by Grade Assessment Chart is based on Idaho's Assessment Calendar for the 2014-2015 school year. This analysis was conducted in May/June 2015, is based on publicly available assessment information, and has been verified by state Department of Education personnel, who conducted their own testing time analysis. It reflects detailed information about state required assessments by grade to provide an accurate picture of the amount of time each student spends taking statewide standardized assessments in the state of Idaho.

First, a snapshot of testing times for students at each grade level is provided below. The times shown below reflect hours. **Overall, 1% or less of the school year is spent on K-12 statewide standardized assessment for all students.** This calculation is based on the Idaho state law requirement for minimum instructional hours per school year [different minimum hours are required for K (450 hours), grades 1-3 (810 hours), 4 – 8 (900 hours), and 9 – 12 (990 hours.)] A comprehensive look at all of the state required assessments follows the summary data, including which students are required to take each assessment, when and how many times the assessment is administered throughout the school year, the amount of time required to conduct such assessments, the purpose(s) for which the assessment is used, and whether/how assessment results are made publicly available.

SNAPSHOT OF TESTING TIMES FOR STUDENTS AT EACH GRADE LEVEL

ID: Test administration time per grade IN HOURS	For All Students	For Students with Significant Cognitive Delays	For English Language Learners	For Select Students (e.g., NAEP, Reading difficulties)
Kindergarten	.5 hours	.1 hours	1 – 1.7 hours	0
First	.5 hours	.1 hours	4.75 – 5.3 hours	0
Second	.5 hours	.1 hours	4.75 – 5.3 hours	0
Third	6.13 hours	Portfolio	3.7 – 4.25 hours	0
Fourth	6 hours	Portfolio	3.7 – 4.25 hours	1.5 hours
Fifth	8 hours	Portfolio	3.7 – 4.25 hours	0
Sixth	6.1 hours	Portfolio	4.0 – 4.6 hours	0
Seventh	6.6 hours	Portfolio	4.0 – 4.6 hours	0
Eighth	5.5hours	Portfolio	4.0 – 4.6 hours	1.5 hours
Ninth	0	Portfolio	4.0 – 4.7hours	0 hours
Tenth	5.5 hours	Portfolio	4.0 – 4.7 hours	.75 hours
Eleventh	0	Portfolio	4.0 – 4.7 hours	.85hours
Twelfth	0	0	4.0 – 4.7hours	.85 – 2.35 hours

Kindergarten (K)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Reading Inventory	All	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 min. x 3 = 30 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
IRI Alternative Assessment Student Based Assessment Measure (SAM)	Students with significant cognitive disabilities	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 minutes	Indicate which children are most likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
*Idaho English Language Placement Test	Students identified as English Language Learners on the Home Language Survey	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly
*Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	65 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							**.5 hours**
Additional State Required Testing Time (For select students)							**0 hours**
Additional State Required Testing Time (For English Language Learners)							***1 - 1.7 hours**
State Required Testing Time (For students with significant cognitive disabilities)							**10 minutes**

*** Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually**

First Grade (1)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Reading Inventory	All	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 min. x 3 =30 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
IRI Alternative Assessment Student Based Assessment Measure (SAM)	Students with significant cognitive disabilities	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
*Idaho English Language Placement Test	Students identified as English Language Learners.	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)		Yes	Feb - March	1	285 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.

State Required Total Testing Time (For all students)	**.5 hours**
Additional State Testing Time (For select students)	**0 hours**
Additional State Required Testing Time (Fro English Language Learners)	*** 4.75 - 5.3 hours**
State Required Testing Time (For students with significant cognitive delays)	**10 minutes**

*** Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually**

Second Grade (2)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Reading Inventory	All	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 min. x 3 =30 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
IRI Alternative Assessment Student Based Assessment Measure (SAM)	Students with significant cognitive disabilities	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners Stud	Yes	Feb - March	1	285 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							**.5 hours**
Additional State Required Testing Time (For select students)							**0 hours**
Additional State Required Testing Time (For English Language Learners)							***4.75 - 5.3 hours**
State Required Testing Time (For students with significant cognitive disabilities)							**10 minutes**

*** Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually**

Third Grade (3)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Reading Inventory	All	Yes	Fall & Spring required - Winter benchmark is optional for schools/districts	2 or 3	10 minx3 = 30 minutes	Indicate which children are likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life.	State, district, and school reports are available for public view on the state website.
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**368 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	220 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							****6.1 hours**
Additional State Required Testing Time (For select students)							**0 hours**
Additional State Required Testing Time (For English Language Learners)							***3.7 - 4.25 hours**
State Required Testing Time (For students with significant cognitive disabilities)							**Portfolio Assessment**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually
** Minutes for ISAT are actual minutes based on Idaho's own time study

Fourth Grade (4)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**362 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	220 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly
National Assessment of Educational Progress (NAEP)	Selected students in selected schools	Yes	Jan - March	1 (Biennially)	90 minutes	Provides a common measure of achievement that allows for comparisons of achievement to the nation and among states and participating urban districts.	All of the information and results for NAEP testing in Idaho are released on an interactive website
State Required Total Testing Time (For all students)							**** 6 hours**
Additional State Required Testing Time (For select students)							**1.5 hours**
Additional State Required Testing Time (For English Language Learners)							***3.7 - 4.25 hours**
State Required Testing Time (For students with significant cognitive disabilities)							**Portfolio Assessment**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually
** Minutes for ISAT are actual minutes based on Idaho's own time study

Fifth Grade (5)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**389 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
Idaho Standards Achievement Test - Science (ISAT-Science)	All	Yes	Spring	1	**87 minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	220 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							****7.9 hours**
Additional State Required Testing Time (For select students)							**0 hours**
Additional State Required Testing Time (For English Language Learners)							***3.7 - 4.25 hours**
State Required Testing Time (For students with significant cognitive disabilities)							**Portfolio Assessment**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually
** Minutes for ISAT are actual minutes based on Idaho's own time study

Sixth Grade (6)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**367 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	240 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.

State Required Total Testing Time (For all students)	**** 6.1 hours**
Additional State Required Testing Time (For select students)	**0 hours**
Additional State Required Testing Time (For English Language Learners)	***4.0 - 4.6 hours**
State Required Testing Time (For students with significant cognitive disabilities)	**Portfolio Assessment**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually
** Minutes for ISAT are actual minutes based on Idaho's own time study

Seventh Grade (7)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**320 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
Idaho Standards Achievement Test - Science (ISAT-Science)	All	Yes	Spring	1	**77 minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	240 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							**** 6.6 hours**
Additional State Required Testing Time (For select students)							**0 hours**
Additional State Required Testing Time (For English Language Learners)							***4.0 - 4.6 hours**
State Required Testing Time (For students with significant cognitive disabilities)							**Portfolio Assessment**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT are actual minutes based on Idaho's own time study

Eighth Grade (8)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**331 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	240 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
National Assessment of Educational Progress (NAEP)	Selected students in selected schools	Yes	Jan - March	1 (Biennially)	90 minutes	Provides a common measure of achievement that allows for comparisons of achievement to the nation and among states and participating urban districts.	All of the information and results for NAEP testing in Idaho are released on an interactive website
State Required Total Testing Time (For all students)							**** 5.5 hours**
Additional State Required Testing Time (For select students)							**1.5 hours**
Additional State Required Testing Time (For English Language Learners)							***** 4.0 - 4.6 hours**
State Required Testing Time (For students with significant cognitive disabilities)							**Portfolio Assessment**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually
** Minutes for ISAT are actual minutes based on Idaho's own time study

Ninth Grade (9)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
ISAT - Alt	Students with significant cognitive delay	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	245 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							**0 hours**
Additional State Required Testing Time (For select students)							**0 hours**
Additional State Required Testing Time (For English Language Learners)							***4.0 - 4.7 hours**
State Required Testing Time (For students with cognitive disabilities)							**Portfolio Assessment**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

Tenth Grade (10)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
Idaho Standards Achievement Tests (ISAT) (ELA & math)	All	Yes	During the last 8 weeks of the school year.	1	**305 minutes	Measures how well students are progressing toward readiness for college and careers. Measures of student academic growth and achievement in ELA/literacy and math.	The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.
***Idaho Standards Achievement Test - Science (ISAT-Science)	Students enrolled in high school science course (select students)	Yes	Spring	1	**44 minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	245 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time							****5 hours**
Additional State Required Testing Time (For select students)							**** .75 hours**
Additional State Required Testing Time (For English Language Learners)							***4.0 - 4.7 hours**
State Required Testing Time (For students with cognitive disabilities)							**Portfolio assessment**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually

** Minutes for ISAT and ISAT Science are actual minutes based on Idaho's own time study

***Test once in any of the specified grades after student has completed course. It is assumed biology is taken at grade 10 and chemistry is taken at grade 11 or 12.

Eleventh Grade (11)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
***Idaho Standards Achievement Test - Science (ISAT-Science)	Students enrolled in high school science course (select students)	Yes	Spring	1	**51 minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.
ISAT - Alt	Students with significant cognitive disabilities	Yes	Evidence collected during the school year.	Not an actual test that is administered.	Portfolio assessment. No testing time.	The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards.	Scores on the ISAT-Alt assessment are aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	245 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
State Required Total Testing Time (For all students)							**0 hours**
Additional State Required Testing Time (For select students)							****0.85 hours**
Additional State Required Testing Time (For English Language Learners)							***4.0 - 4.7 hours**
State Required Testing Time (For students with significant cognitive disabilities)							**Portfolio Assessment**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually
** Minutes for ISAT and ISAT Science are actual minutes based on Idaho's own time study
***Test once in any of the specified grades after student has completed course. It is assumed biology is taken at grade 10 and chemistry is taken at grade 11 or 12

Twelfth Grade (12)							
Test	**Type of Student**	**State Requirement**	**When?**	**# of Times Administered per year**	**Rough Estimates of Testing Times**	**Assessment Utility**	**Sharing of Results**
*Idaho English Language Placement Test	Students identified as English Language Learners	Yes	Fall and upon enrollment during the school year	Multiple administrations as needed	35 minutes	The purpose of the Idaho ELL Placement Test is to inform placement decisions for new English Language Learners in Idaho schools.	Results are not reported publicly.
Idaho English Language Assessment (IELA)	Students identified as English Language Learners	Yes	Feb - March	1	245 minutes	Calculates growth and proficiency in the English language for each student assessed.	Results are not reported publicly.
National Assessment of Educational Progress (NAEP)	Selected students in selected schools	Yes	Jan - March	1 (Biennially)	90 minutes	Provides a common measure of achievement that allows for comparisons of achievement to the nation and among states and participating urban districts.	All of the information and results for NAEP testing in Idaho are released on an interactive website
***Idaho Standards Achievement Test - Science (ISAT-Science)	Students enrolled in high school science course (select students)	Yes	Spring	1	**51minutes	Measures standards, goals, and objectives in science at grade level.	Results are included in the state accountability report.

State Required Total Testing Time (For all students)	**0 hours**
Additional State Required Testing Time (For select students)	*****.085 - 2.35 hours**
Additional State Required Testing Time (For English Language Learners)	*** 4.0 - 4.7 hours**
State Required Testing Time (For students with significant cognitive disabilities)	**0 hours**

* Students take the Idaho English Language Placement test 1 time and then take the Idaho English Language Assessment annually
** Minutes for ISAT and ISAT Science are actual minutes based on Idaho's own time study
***Test once in any of the specified grades after student has completed course. It is assumed biology is taken at grade 10 and chemistry is taken at grade 11 or 12

2014-2015 ISAT ELA, Math, and Science - Idaho Testing Times

Final Average Idaho Testing Times 645,431 testing instances

Grade	ELA CAT	ELA PT *(Average of all PT Tests)*	In Class Activity	ACTUAL TOTAL	ESTIMATED TIMES *(minutes)*	MATH CAT	MATH PT *(Average of all PT Tests)*	In Class Activity	ACTUAL TOTAL	ESTIMATED TIMES *(minutes)*	ACTUAL TOTAL	ESTIMATED ISAT SCIENCE/EOC	TOTAL ESTIMATED TIMES FOR ALL TESTING *(minutes)*	ACTUAL TOTAL FOR ALL TESTS *(minutes)*
3	100	97	30	227	240	70	41	30	141	180	N/A	N/A	420	**368**
4	100	96	30	226	240	70	36	30	136	180	N/A	N/A	420	**362**
5	98	99	30	227	240	77	55	30	162	180	87	90	510	**476**
6	102	88	30	220	240	75	42	30	147	210	N/A	N/A	450	**367**
7	86	76	30	192	240	74	24	30	128	210	77	90	540	**397**
8	88	75	30	193	240	76	32	30	138	210	N/A	N/A	450	**331**
9	82	65	30	177	270	60	30	30	120	240	N/A	N/A	510	**297**
10	84	74	30	188	270	61	26	30	117	240	44	*90	600	**349**
11	83	60	30	143	270	70	27	30	127	240	51	*90	600	**321**
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51	*90	90	**51**

* = Test once in any of the specified grades after student has completed course.
It is assumed biology is taken at grade 10 and chemistry is taken at grade 11 or 12.

Testing is optional in specified grade

Note: ELA PT and Math PT have 3-5 different tests. A student would take one of these PTs.
The average above time is a combined average of the PTs for that grade and subject.

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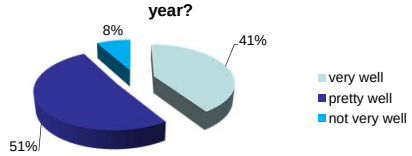
ISAT ELA/Literacy and Mathematics (*by Smarter Balanced*) 1st Operational Year Survey Results

Division of Assessment and Accountability

Student Survey Questionnaire

Grades 3 – 5
How well do you think the test you took in Math matched what you learned in class this year?

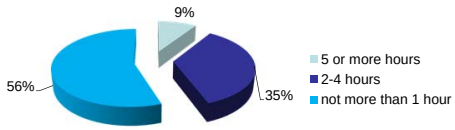


Student Survey Participation Summary

Grade Level	# Tested
3	2,362
4	2,549
5	2,341
6	1,647
7	580
8	834
9	475
10	695
11	78
TOTAL	**11,561**

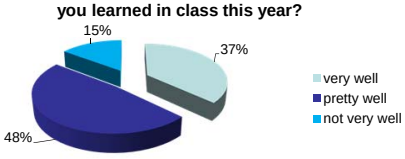
Student Survey Questionnaire

Grades 3 – 5
During a regular week at school, how much time do you spend on keyboarding/typing using computers/tablets?



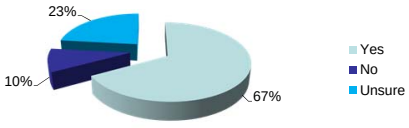
Student Survey Questionnaire

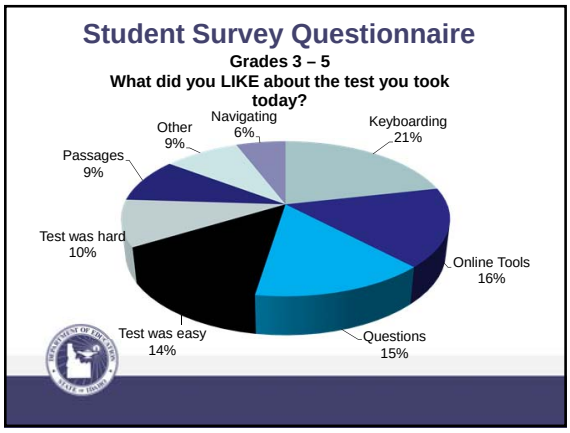
Grades 3- 5
How well do you think the test you took in English Language Arts (ELA) matched what you learned in class this year?

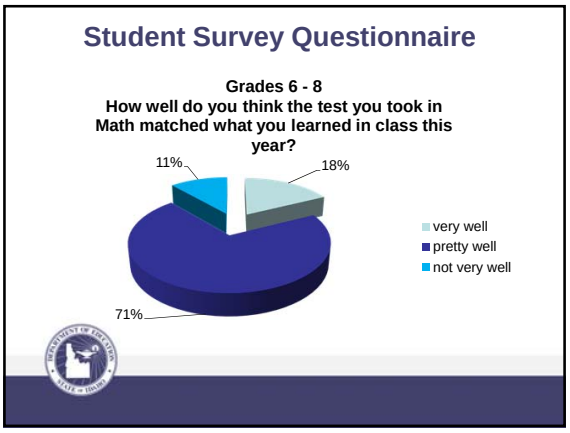


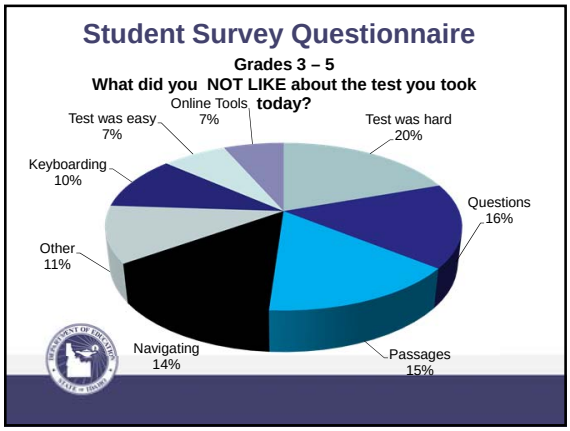
Student Survey Questionnaire

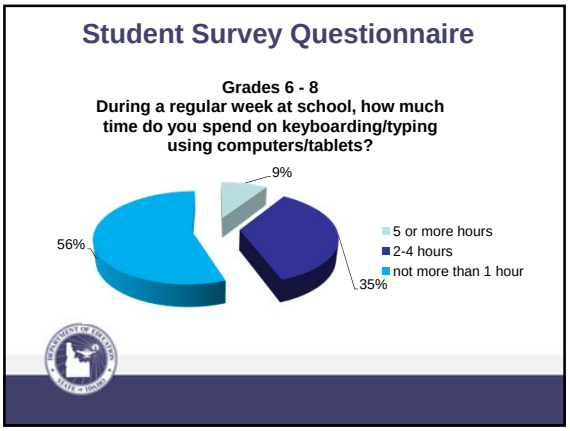
Grades 3 – 5
Did you take at least one online practice test this year for Math/English Language Arts (ELA)?

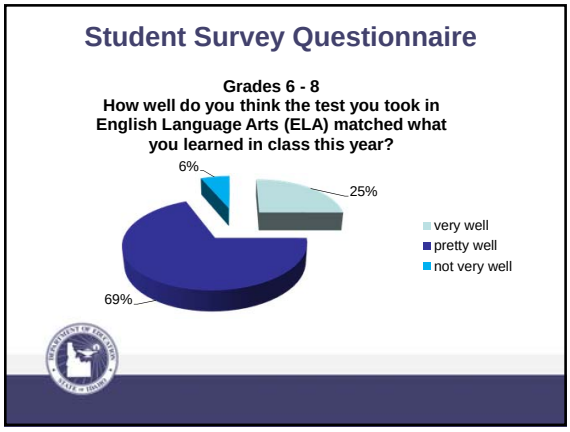


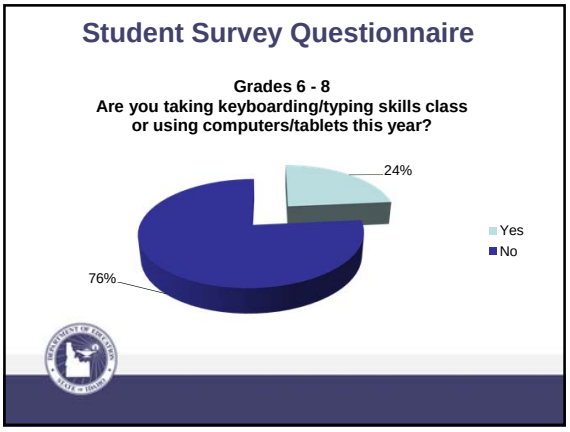

Student Survey Questionnaire
Grades 3 – 5
What did you LIKE about the test you took today?
Navigating 6%
Keyboarding 21%
Other 9%
Passages 9%
Test was hard 10%
Online Tools 16%
Test was easy 14%
Questions 15%


Student Survey Questionnaire
Grades 6 - 8
How well do you think the test you took in Math matched what you learned in class this year?
11%
18%
71%
very well
pretty well
not very well


Student Survey Questionnaire
Grades 3 – 5
What did you NOT LIKE about the test you took today?
Online Tools 7%
Test was easy 7%
Test was hard 20%
Keyboarding 10%
Questions 16%
Other 11%
Navigating 14%
Passages 15%

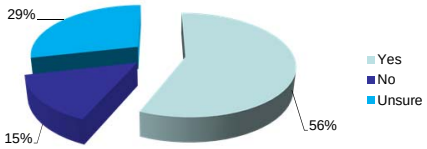

Student Survey Questionnaire
Grades 6 - 8
During a regular week at school, how much time do you spend on keyboarding/typing using computers/tablets?
9%
56%
35%
5 or more hours
2-4 hours
not more than 1 hour


Student Survey Questionnaire
Grades 6 - 8
How well do you think the test you took in English Language Arts (ELA) matched what you learned in class this year?
6%
25%
69%
very well
pretty well
not very well


Student Survey Questionnaire
Grades 6 - 8
Are you taking keyboarding/typing skills class or using computers/tablets this year?
24%
76%
Yes
No

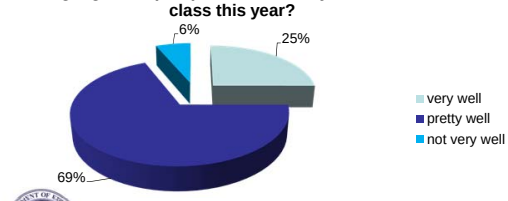
Student Survey Questionnaire

Grades 6 - 8
Did you take at least one online practice test this year for Math/English Language Arts?



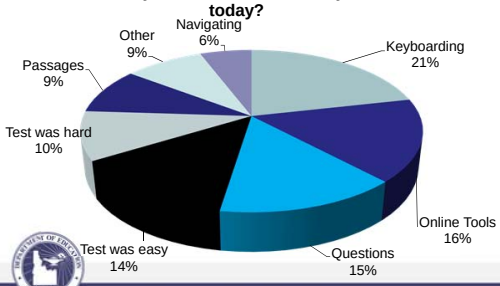
Student Survey Questionnaire

Grades 9- 11
How well do you think the test you took in English Language Arts (ELA) matched what you learned in class this year?



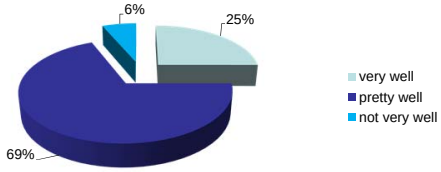
Student Survey Questionnaire

Grades 6 - 8
What did you LIKE about the test you took today?



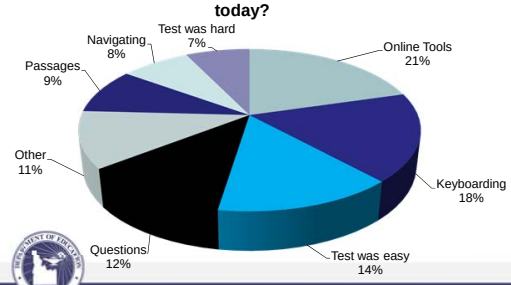
Student Survey Questionnaire

Grades 9 - 11
How well do you think the test you took in Math matched what you learned in class this year?



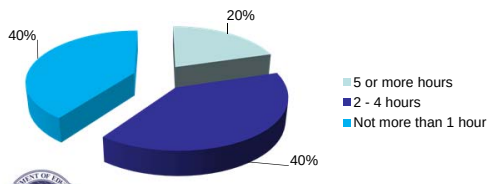
Student Survey Questionnaire

Grades 6 - 8
What did you NOT LIKE about the test you took today?



Student Survey Questionnaire

Grades 9 - 11
During a regular week at school, how much time do you spend on keyboarding/typing or using computers/tablets?

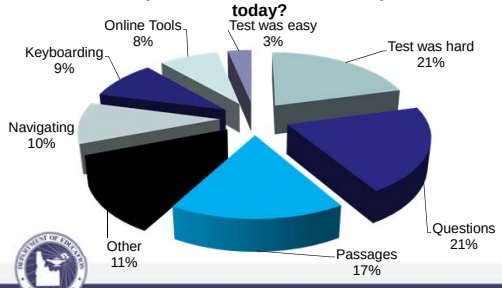


Student Survey Questionnaire

Grades 9 - 11
Are you taking keyboarding/typing skills class or using computers/tablets this year?

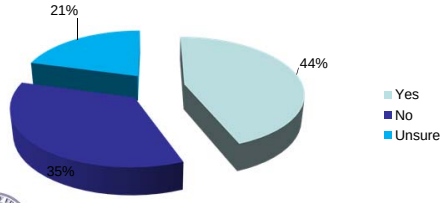
Student Survey Questionnaire

Grades 9 - 11
What did you NOT LIKE about the test you took today?



Student Survey Questionnaire

Grades 9 - 11
Did you take at least one online practice test this year for Math/English Language Arts?

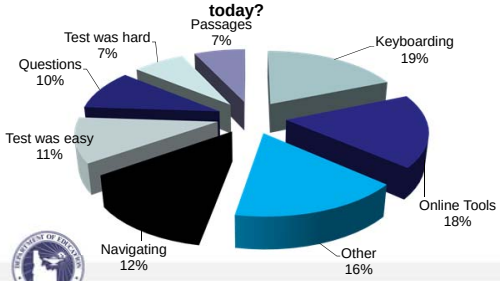


Administrators/Educators Survey Survey Participation Summary

Role	# Completed Survey
Proctor/Test Administrator	246
Teacher	223
Principal/School Test Coordinator	112
District Technology Director	23
District Testing Coordinator	39
TOTAL	**643**

Student Survey Questionnaire

Grades 9 - 11
What did you LIKE about the test you took today?

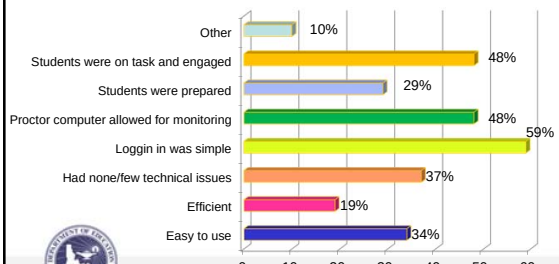


Administrators/Educators Survey Survey Participation Summary

Grade Level	# Administered
3 – 5	313
6 – 8	161
9 – 11	118
TOTAL	**449**

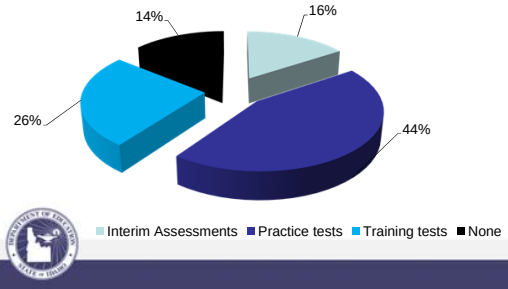
Educator Survey Questionnaire

What went well with the administration of the statewide Math/ELA tests?



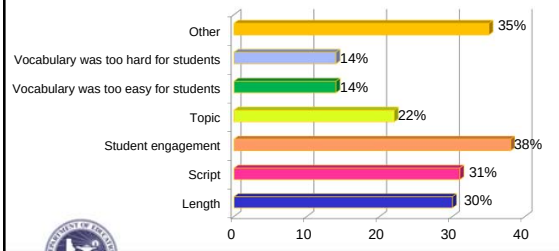
Student Survey Questionnaire

How much practice did your students receive prior to testing?



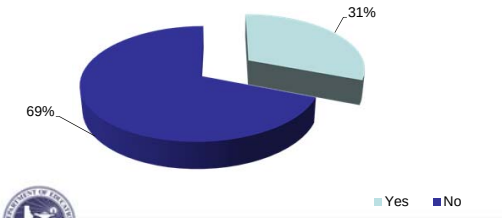
Educator Survey Questionnaire

What challenges did you face in administering the Classroom Activity?



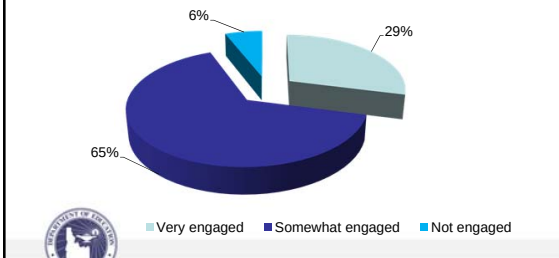
Student Survey Questionnaire

Do your students regularly receive Keyboard instruction (at least once per week)?



Student Survey Questionnaire

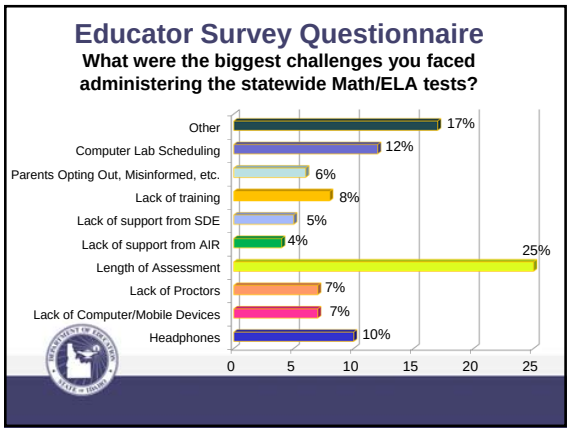
Were the students engaged during the Classroom Activity?



Educator Survey Questionnaire

Rank the following resources based on how often you utilized them in preparing to administer the statewide Math/ELA tests. (1 – Highly Utilized, 7 – Rarely Utilized)

Resources	Ranking
Idaho Portal (AIR)	1
District Provided In-Person Trainings	2
Smarter Balanced Communications Toolkit	3
District Provided Webinars	4
Edmodo Site by SDE	5
State Provided Webinars	6
State Provided In-Person Trainings	7


Educator Survey Questionnaire
What were the biggest challenges you faced administering the statewide Math/ELA tests?
Other
Computer Lab Scheduling
Parents Opting Out, Misinformed, etc.
Lack of training
Lack of support from SDE
Lack of support from AIR
Length of Assessment
Lack of Proctors
Lack of Computer/Mobile Devices
Headphones
17%
12%
6%
8%
5%
4%
25%
7%
7%
10%
0
5
10
15
20
25

Online Reporting System

Training Module

AIR

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Objectives

After viewing this presentation, you should understand how to:

- Navigate the system
- View score reports
- View participation reports from the Test Management Center
- Search for specific students
- Manage student rosters

AIR 2

Purpose

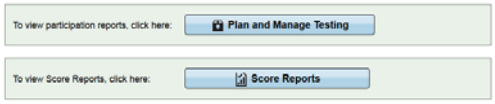
- Provide timely, relevant reports and guide educators to make valid, actionable interpretations of the data
  - Interactive data
  - Near real-time reporting (upon completion of scoring for hand-scored responses)
- Provide access to data
  - Downloadable data files for districts, schools, and teachers
  - Provides results for assessments in one system
  - Provides participation data

AIR 3

Logging In

AIR 4

ORS Interface: Welcome Page

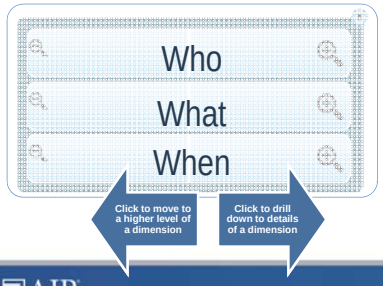


AIR 5

ORS Interface: Global Tools

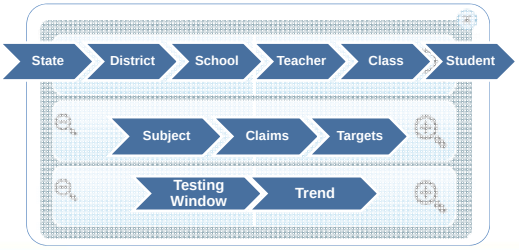
AIR 6

Score Report Navigation: General Approach



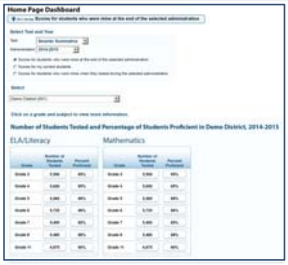
AIR 7

Levels of the Three Dimensions



AIR 8

Home Page Dashboard



AIR 9

Home Page Dashboard: Select Test and Administration

You can select the test and administration for which you want to view score data.

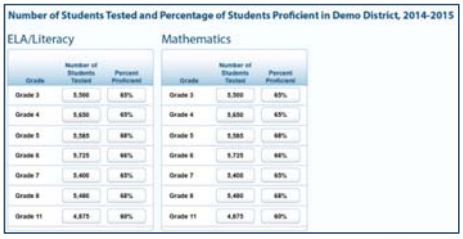
AIR 10

Score Data

Scores for students who were mine at the end of the selected administration	Scores for my current students	Scores for students who were mine when they tested during the selected administration
Allows you to see score data for those students who tested in the selected test and administration	Allows you to immediately view score data for those students who are associated to your current rosters, even if they were previously enrolled in a different school or district	Allows you to see score data for those students who were associated with your school, district, or roster when they were tested in the selected test and administration

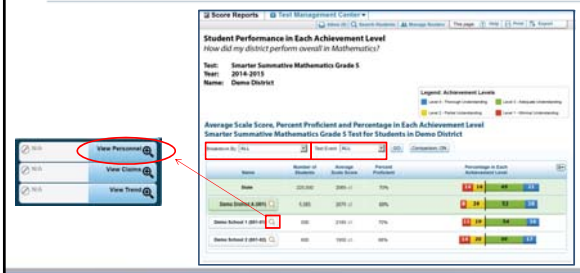
AIR 11

Home Page Dashboard: Report Tables



AIR 12

Subject Detail Report

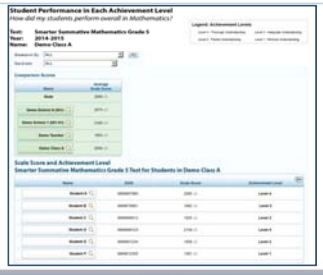


AIR 13

Subject Detail Report: Interim Blocks

AIR 14

Student Performance Roster Page

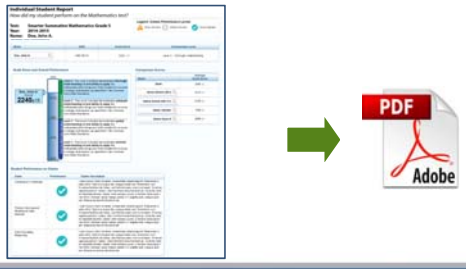


AIR 15

Student Performance Roster Page: Interim Blocks

AIR 16

Individual Student Reports



AIR 17

"What" Claims

AIR 18

"What" Targets

AIR 19

"What" Targets Report

Benchmark Level		Description
+	**Better than performance on the test as a whole**	This target is a relative strength. The group of students performed better on items from this target than they did on the rest of the test as a whole.
=	**Similar to performance on the test as a whole**	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the rest of the test as a whole.
–	**Worse than performance on the test as a whole**	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the rest of the test as a whole.
*	**Insufficient Information**	Not enough information is available to determine whether this target is a relative strength or weakness.

AIR 20

"When" Trend Reports

AIR 21

Trend Report Features

- Select Administrations to Plot
- Choose Who to Graph
- View Data by Demographic Subgroup
- View Dimensions
- Choose What to Graph
- Hide Trend Lines

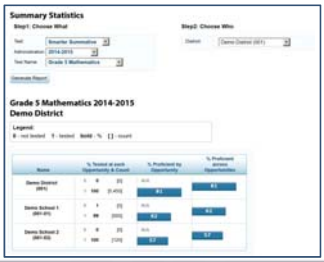
AIR 22

Test Management Center

- Summary Statistics
- Retrieve Student Results
- Plan and Manage Testing
- Test Completion Rates

AIR 23

Test Management Center: Summary Statistics



AIR 24

Test Management Center: Retrieve Student Results

AIR 25

Test Management Center: Plan and Manage Testing

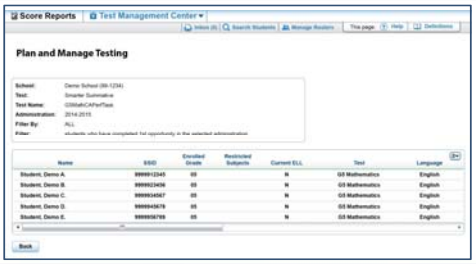
AIR 26

Test Management Center: Plan and Manage Testing

- Which students have not yet tested?
  - students who have not completed Any opportunity
- Which students have started but not yet completed their test?
  - students who have started Any opportunity
- Which students need to finish tests that are going to expire soon?
  - students whose current opportunity will expire in 30 days.
- Which students have paused tests?
  - students on their 1st opportunity, and have a status of paused

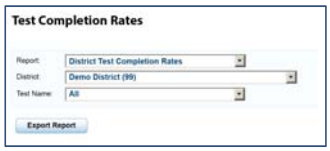
AIR 27

Test Management Center: Plan and Manage Testing



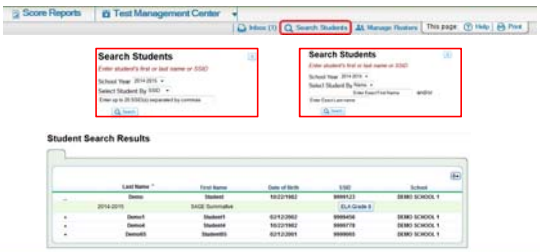
AIR 28

Test Management Center: Test Completion Rates



AIR 29

Search Students

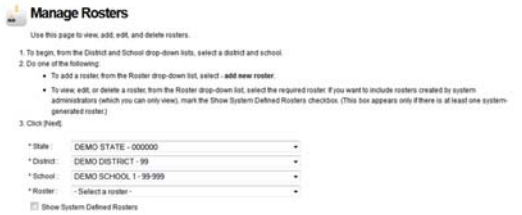


AIR 30

Manage Rosters

AIR 31

Create and Manage Rosters



AIR 32

Roster Details

AIR 33

Things to Remember

- The ORS helps educators answer questions regarding the assessment data to improve teaching and learning.
- The magnifying glass icon displays the exploration menu, which is used to explore the different dimensions and levels of score data.
- All reports can be printed and exported.
- The **[Help]** (User Guide) button is available on every page.
- Printable reports for parents can be generated.

AIR 34

Thank You!

Further Information

- Visit:
  - www.Idaho.portal.airast.org
  - www.smarterbalanced.org
- Call, fax or email the American Institutes for Research ISAT Help Desk
  - Hours: 8:00 am to 8:00 pm Mountain Time, Monday-Friday (except holidays)
  - Phone: 1-844-560-7365
  - Email: IDHelpDesk@air.org

AIR

Structure and Governance Committee

Accountability and Autonomy Subcommittee Report and Recommendations

Members:

Bob Lokken, Chair,CEO	White Cloud Analytics and Idaho Business for Education
Reed DeMordaunt, House Education Chair	House of Representatives, District 14
Donna Pence	House of Representatives, District 26, House Education Committee
Gaylen Smyer, Superintendent	Cassia School District
Anne Ritter	Idaho School Boards Association
George Harad	Idaho Parents and Teachers Together
Valerie Aker, Teacher	South Middle School, Nampa

Subcommittee Charge: To further refine the following recommendations of the Governor's Task Force[1]

#5: Revamp the State's Accountability Structure Involving Schools

#6: Empower Autonomy by Removing Constraints

#7: Annual Strategic Planning, Assessment and Continuous Focus on Improvement

Subcommittee Deliverables:

- Recommendations on the state's accountability measures and structure for public schools and timelines for implementation.
- Recommendations on changes to Idaho's education code to empower autonomy at the local level and timelines for completion.
- Recommendations on establishing continuous improvement methods in the public schools and timelines for implementation.
- Recommendations on training for school administrators and school boards.

[1] Task Force for Improving Education, Final Report, September 2013

#5: Revamp the State's Accountability Structure Involving Schools

#7: Annual Strategic Planning, Assessment and Continuous Focus on Improvement

The 2013 Task Force recommended that the State revamp the school accountability structure to replace current compliance mandates with a system based on accountability for student outcomes. Central to the structure would be an annual continuous improvement cycle and strategic plan founded on improvements in student outcomes and key focus areas for each district.

Objectives and Components:

The objective of the accountability system and district annual planning should be to support the State's goal to have 60% or more of its students prepared for career or college[2] (60% goal).

To achieve this goal, the accountability and annual planning system must have two major components:

1. The first component is designed to provide state intervention and assistance for schools needing to improve.

2. The second component is designed to create dynamics that will propel good schools to become great schools, and great schools to continually advance.
   The design of the second component differs from the first, in that it is founded on continuous improvement and relies on local control and transparency to establish accountability to the local community.

Accountability Recommendations:

1. **We recommend that the state's 5-Star Rating System[3] be revised and refined to facilitate accurate and fair measurement and ranking of schools and districts that require intervention and assistance.**

   a. This system allows schools and districts to be sorted into multiple categories. The State should not impose an arbitrary bell-curve that forces schools into a classification. The classification should reflect the actual performance of a school. Schools identified as needing improvement should continue to receive the necessary assistance from the State Department of Education in the form of expert assistance and resources. Schools that refuse additional assistance or do not "turn around" within a period of time would trigger more forceful intervention on the part of the State.

[2] State Board of Education 60% goal
[3] Idaho Five-Star Rating System

b. Revisions to the existing 5-star system should adjust the balance between student growth, school achievement, and other relevant measures. The work team already in place to review the 5-star system should receive and consider this feedback.

c. The State's intervention and assistance program for schools should:
   1) Initially focus on resource and technical support and encouragement. State intervention should become more forceful only if a school does not improve, the district refuses outside assistance or demonstrates repeatedly that local leadership is unable to turn the school around.

   2) If necessary, replace local leadership (principal/superintendent) that has demonstrated its inability to turn around a school. Without this level of intervention, the state would be failing its constitutional and fiduciary responsibility. The cost of this failure would be born directly by the students in that school and indirectly by the community and state when those students are not prepared for career and/or college. (For further notes on the role of superintendent in local accountability, see Final Notes, p. 11.)

d. If federal regulations allow, alternative schools should be removed from this part of the accountability system. An alternative ranking system should be explored that is clear, and more specifically tailored to alternative schools.

2. We recommend that the State implement an Annual Planning Cycle and Continuous Process Improvement Plans that Lead to Achievement Scores Aligned to the 60% Goal.

"Turn every good school into a great school"

a. Update the State's strategic planning law[4] to focus on continuous annual improvement. The current legislation requires each district to have an "annual strategic plan," which has been interpreted in the context of classic organizational strategic planning rooted in mission and vision statements with a 3-5 year planning horizon. However, the original intent of the Governor's Taskforce was that each school and district have an annual improvement plan with clear, measurable goals. These plans were to be the foundation of local control and accountability to the community and an alignment mechanism to the State's overall strategic 60% goal. Amending or replacing the existing legislation is necessary to reflect the original intent.

b. Each school district, led by its board and superintendent, should be required annually to prepare a performance improvement plan which sets clear, measureable goals to improve achievement in the coming school year.

[4] Idaho Code, Strategic Planning and Training; and
Idaho Administrative Rules, Strategic Planning and Training.

The plan would identify a focused set of targets for improvement, selected from:

1) a collection of relevant measures provided by the State Board of Education including the Career and College Readiness or High School Readiness score for the school/district (for more on "CCR Score" and "HSR Score" -- see below), and
2) focus areas and measurable improvement targets selected for improvement.

The intent is that all plans lead toward the achievement of the career and college readiness goal for the state. The goals for each school and district should be summarized into a simple one-to-three page plan headlined by the CCR Score (or HSR Score) and the targeted CCR Score (or HSR Score). The district's current CCR and HSR Scores, the annual improvement plan, the goals for improvement and the results against the prior year's goals should then be published and widely shared within the district, the community and to the State Board of Education by August 1st of each year.

c. Each school in the state should be scored on two metrics: Readiness and Improvement.

1) Readiness is the percent of graduating students that are prepared to continue to the next level.

a) The Career and College Readiness Score (CCR Score) should be measured as the percentage of students leaving a particular high school who are deemed academically ready to move to the next level. For high schools, this would be a measure of how many high school students from that school are ready for career or college work, directly in alignment with the state's 60% goal.
b) If the school is an elementary, middle school, junior high, etc. that does not continue through 12th grade, then the measure would be the percentage of students completing the highest grade within that school who are academically testing at or above the level that is deemed to prepare that student for success at the next level. For a school that sequentially precedes high school, this (for example) would be called the High School Readiness Score (HSR Score) and would measure proficiency rates of the highest grade (8th or 9th) as measured by an appropriate statewide assessment. If an elementary school's highest grade is 6th grade, their score would be a 7th Grade Readiness Score, etc.

2) Improvement is the year over year improvement in the level of readiness produced by that school. The Career and College Readiness Improvement (CCR Improvement) or High School Readiness Improvement (HSR Improvement) should be measured as a percentage change in the CCR Score or HSR Score measured year-over-year. For example, if a school in 2014 had a CCR Score of 56%, and the same school had a CCR Score of 51% for 2013, then the CCR Improvement for that school in 2014 would be +9.8% ((56%/51%) – 100%)).

Examples	Readiness Score	Improvement Score
High School	**Career and College Readiness Score (CCR)** (e.g. % students >= 500 on all SAT Sections)	**CCR Improvement** (e.g. 2014 CCR / 2013 CCR)
K-8 School	**High School Readiness Score (HSR)** (e.g. % students proficient or above on 8th grade statewide assessment)	**HSR Improvement**
K-6 School	**7th Grade Readiness Score (7GR)** (e.g. % students proficient or above on 6th grade statewide assessment)	**7GR Improvement**

3) The State will provide each district with its official Readiness and Improvement Scores by school at the end of each academic year.
4) These State reports should include state goals, and statewide and cohort comparisons so that local districts have a context to interpret the numbers. Such interpretative context is critical to local accountability.
5) Timeliness of the report must be adjusted to match the planning rhythm of the districts.

3. **We recommend that the State offer professional development and collaborative training and support for local boards/leadership to develop awareness of and competencies in <u>continuous improvement practices</u>.**

4. **We recommend that the timing of data be reviewed and adjusted to align with budget and annual planning deadlines for both school boards and teachers.**
The timeliness of the State's report information is critical to the districts' annual planning process. Today, data is delivered too late for analysis and planning during the school year.

#6: Empower Autonomy by Removing Constraints

The 2013 Task Force emphasized that autonomy is critical for two reasons. First, autonomy ignites empowerment, engagement, and ownership for results. Second, local circumstances vary greatly and change frequently, thus optimal decisions can only be derived from local knowledge of factors material to the decision.

Far too often, the state has exercised its authority and accountability for our education system via laws and rules that dictate and micro-manage how things are done and how money is spent. Although well intentioned, this level of operational control/mandates work to undermine the level of engagement by local people, and erode the level of efficiency and effectiveness.

This subcommittee discussed areas of K-12 policy that impose a high burden on school districts with a corresponding low return of value. Based on input from superintendents across the state and a review of existing laws and administrative rules, the committee recommends the following to improve autonomy for local school districts.

1. **We recommend that the Legislature research and consider the potential impact of proposed new laws on the education system.**

   We urge lawmakers to fully research short and long-term financial and personnel implications, not just to the state general fund, but also to individual schools and districts as well as state education agencies. We further recommend that the Legislature conduct a cost/benefit analysis of new laws before adoption to assess effectiveness and determine unintended consequences.

   Many times, new legislation imposes requirements on the system that are burdensome and costly and do not lead to efficiency or improved student outcomes. New laws and regulatory requirements should be minimized. Review of new laws could be achieved through sunset clauses on new legislation.

2. **We recommend that the Legislature limit the number of school district funding streams and prescriptive requirements for disbursement whenever possible to allow districts flexibility to use funds based on local needs.**

   While it is the Legislature's role to set the K-12 budget, districts would benefit from more flexibility in the allocation of those funds. We recommend only two funding "buckets" – one for compensation and one for operational expenses. Directives governing the use of operational funds should be kept to a minimum so that local district boards and administrators can best address the needs of their schools year to year.

3. **We recommend that the State Board of Education's Accountability and Oversight Program Manager regularly review new and existing statute and rules to assess relevance and efficacy, and report annually to the State Board of Education.**

   Reviewing statute and rule to assess relevance and efficacy and to identify areas for consolidation and streamlining should not be a one-time exercise. The Board should implement a continuous improvement process with respect to education laws and rules. We recommend that the Accountability Oversight Committee[5] solicit and review input from K-12 stakeholders to ensure that school and district administrators have input on how to reduce or eliminate requirements that inhibit focus on students and efficiency.

4. **We support the work of the Innovation and Collaboration subcommittee to mitigate the burden of data reporting to the State Department of Education's Idaho System for Educational Excellence (ISEE) system.**

[5] State Board of Education Accountability Oversight Committee

Much of the feedback from school administrators regarding burdensome regulation and reporting requirements involved reporting requirements of the state's ISEE system. A disproportionate amount of time is spent on reporting, and smaller districts face a larger burden based on resource availability to support data entry and reporting.

Definitions of Key Terms

1. "**Achievement**" means academic performance relative to a standard. For example, one measure of achievement could be the percentage of students who score 500 or greater on Standardized Achievement Tests, such as SAT.
2. "**Improvement**" measures the change (positive or negative) from year to year in the percentage of students in a particular school or district who met the achievement standard. For example, if 70% of students at a particular high school achieved 500 or greater on the SATs in year one, and 77% achieved or exceeded that level the following year, that would be a 10% year-to-year improvement.
3. "**Relevant Indicators**" includes such factors as the number of Advanced Placement tests taken and passed, the number of students successfully participating in dual credit programs, and similar indicators of advanced academic achievement.
4. "**Growth**" measures the improvement in the performance of an individual student from the beginning to the end of a given school year (or specified number of years), relative to the student's initial status and growth of his or her relevant cohort.
5. **"60%" or "60% Goal"** refers to the State Board of Education's goal that 60% of Idahoans age 25-34 will have a post-secondary certificate or degree by year 2020. For the purposes of the taskforce work on the K-12 system, the committee focused on how the K-12 system prepares its students to achieve that goal.

Note: The terms "*improvement*" and "*growth*" should not be used interchangeably. "*Improvement*" is measured at a school or district level, and relates to the change in levels of "*achievement*." "*Growth*" is measured at the individual student level, and may or may not result in aggregate "*improvement*" depending on the starting and ending points for the measurements and the mix of students being measured.

Guiding Principles for the Statewide K-12 Accountability System (K12-AS)

1. The goal of the K12-AS is to help the State achieve its overall goal of more than 60% of young adults entering the workforce having completed some form of post-secondary degree or certification. The role of the K-12 system in this goal is to prepare students for success at the post-secondary level, in alignment with the state's 60% goal (see Key Terms above).

2. The K12-AS must serve two related but different purposes. First, it must have an "intervention" system for under-performing schools designed to move the entire system to acceptable levels of performance. Second, the accountability system should serve as a catalyst for "good schools" to become "great schools." In Idaho, we don't want merely good schools. We want all Idaho schools to be great schools. The two elements of the system have very different methods by which they would accomplish their respective purposes. It would be a mistake to try to serve both purposes via the same mechanisms.

3. Key elements of the "intervention" system:
    a. The intervention system must have clearly defined measures and triggers used to identify a school that is *underperforming* and in need of intervention.

b. The intervention system should define clear levels. These levels should indicate the degree of underperformance and chronic nature of the situation. These clearly defined levels would, in turn, drive the type and degree of intervention(s) required.
c. The intervention system must not simply produce a "judgment". The system should offer tools and assistance to help struggling schools improve performance.
d. The system should apply to a school, not a district, although the district superintendent would be the "point person" for of accountability. The State should not undermine local leadership by meddling in local operational matters. The superintendent and local board bears responsibility to hold local building leadership and personnel accountable. The local board is accountable to local voters. The superintendent is primarily accountable to the local board, and secondarily accountable, as the district's senior leader, to the State. For further discussion on this matter, see the side notes at the end of this document.
e. The State, in cooperation with the local school board, would be the primary agent of enforcement at this level of accountability.
f. This part of the accountability system would necessarily require force – we cannot allow struggling systems to fail continually.

4. Key elements of the "Good-to-Great" system:
    a. The goal of this system element is not episodic intervention, but rather continuous improvement, innovation and collaboration. With this in mind, specific annual improvements should be determined and driven locally.
    b. The good-to-great system should have an annual cadence and rhythm with ongoing small improvements, continually refined and compounded over time. This is how schools become great, and stay great.
    c. The good-to-great system requires a finer-grain measurement system than the 5-Star System. This measurement should allow for annual progress that can be measured, evaluated, and celebrated. Coarse-grained measures such as the 5-Star System and underperformance triggers are not useful in continuous improvement efforts.
    d. Unlike the intervention system, the good-to-great system should be owned and driven by the local school boards and administration. The State's role would be to support these local efforts with clear, concise, uniform, and transparent measures, which would serve as the foundation of the improvement system. (Outcomes would measure improvement, and should not be confused with activities and activity measures.)
    e. Public transparency and the local school boards would provide accountability in this system.

5. The foundation of the K12-AS is clear, concise, uniform, and transparent measurement of student achievement. Measures that are overly complex or indirect should be avoided. The measures should lead directly to the identification of opportunities for improvement. People need to understand and have clarity on what is needed; clarity is eroded with complex or questionable metrics.

6. The focal point of the state's K12-AS must be local leadership, specifically the local superintendent. The state should not disenfranchise the local community by reaching around

the superintendent. Nor should the State hold the "district" or "school" accountable. The accountability system should focus on leadership both to identify schools where intervention is required or to support continuous improvement to make good schools great.

Guiding Principles for the Annual Planning Process

1. The greatest value of annual planning is not in the plan itself, but in the process of developing the plan: establishing performance measurements, providing clear and transparent data, gaining the alignment of key stakeholders, understanding outcomes in the context of current performance relative to best practices, and lastly and most importantly, setting priorities to focus on a critical few areas for annual improvement. The actual plan itself should be very brief, likely 1-3 pages. This is because the plan is <u>not</u> the result of surveying the entire continuum, which happens in the early stages of planning. The plan is the result of identifying <u>key focus areas</u> for the coming year. Without this annual planning and improvement effort, it is highly unlikely a district will achieve the 60% goal of preparing its students for successful post-secondary education or career pursuits.

2. Key attributes of proper execution of the annual planning process:

    a. Clarity and data transparency and about the measurements that matter most. The process should be framed by the improvement of one or more of a defined set of metrics. This forces leadership at all levels to gain clarity and alignment across the state on what is most important for our schools, to understand how each school is performing against these focus areas, and to set clear targets for improvement for each local school. Each school is unique. The local board and leadership should have the autonomy to set specific targets and focal points for improvement as they see fit, as long as the overall school and district are in alignment with the State's goal of 60% for career and college preparedness.

    b. Local ownership – State alignment. The annual planning process should be executed within a framework that is provided by the State Board of Education. This allows the State to fulfill its fiduciary responsibility and constitutional mandate. However, the actual plan, focus areas and goals are completely at the discretion of the local school boards and leadership. Each local district and school is free to select and adjust their local initiatives and goals to fit local circumstances.

    c. Clear alignment and focus between the State, the local school board, and the local administration on achieving the 60% goal.

    d. Accountability for performance and improvement progress rest with the local community. By providing clear and consistent measurement, along with the autonomy to adjust to local circumstances, the annual planning process should provide the transparency needed to govern local schools. Achievement against these locally defined improvement goals should become the core basis of local leadership evaluations.

Final Notes – Superintendent Accountability to the State

1. Under the State Constitution, the State has a clear role in the K-12 system. The constitution designates constitutional offices and grants them authority (the State Board of Education and the Superintendent of Public Instruction) to govern the school system.

2. Local school boards are accountable to the local electorate. No line of accountability exists from a local board to the State, other than areas covered by law. Laws are about compliance, not performance.

    a. Therefore, accountability to the state must exist somewhere. If accountability does not exist with the local board, then the only other option is the local superintendent.

    b. In law, today, the State grants a license to a superintendent without which s/he cannot practice in this State. If the State has authority to grant a license, it logically follows that the State can withhold that license.

    c. In law, today, the State has the authority to take over a chronically underperforming school according to existing statue. Once the State takes over a district, then the superintendent would be accountable to the State.

3. Because the superintendent is primarily and normally accountable to the local board, it follows that they are also, in certain matters, accountable to the State.

In relation to Growth Metrics:

1. Growth metrics that measure the longitudinal growth of students over a school year are somewhat controversial at this point in time. Research shows that unless there are strong and consistent standards across the overall system, growth metrics should not be used for formal accountability at the State level.

2. An argument can be made that growth metrics are best used as a part of teacher feedback and for tactical/operational improvements in the classroom. The State's role in accountability is at the school and district level. The State's role is oversight for achievement levels, not operational practices. Thus it can be argued that growth is not a measure the state should be using for the district accountability system.

3. The State's goal is clearly stated as the 60% benchmark. Growth, while related, is not directly a measurement of that 60%. Thus introducing this into the State's accountability system brings complexity.

4. For the reasons above, it does not make sense to include growth metrics into the State's accountability system.

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