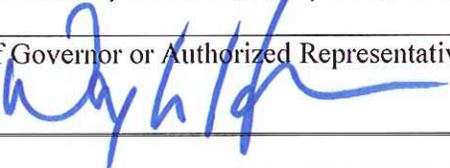


STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Office of Idaho Governor C.L. "Butch" Otter	Applicant's Mailing Address: P.O. Box 83720 Boise, ID 83720-0034
State Contact for the Education Stabilization Fund Name: Wayne Hammon Position and Office: Administrator Contact's Mailing Address: Idaho Division of Financial Management P.O. Box 83720 Boise, ID 83720-0032 Telephone: 208-334-3900 Fax: 208-334-2438 E-mail address: wayne.hammon@dfm.idaho.gov	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Wayne L. Hammon, Administrator, Division of Financial Management	Telephone: 208-334-3900
Signature of Governor or Authorized Representative of the Governor: X 	Date: 1/11/10
Recommended Statement of Support from the Chief State School Officer (Optional): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): _____	Telephone:
Signature of the Chief State School Officer: X _____	Date:

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.³
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

³ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	\$ <u>1,043,039,900</u> (actual)
FY 2009	\$ <u>1,492,649,100</u> (actual)
FY 2010*	\$ <u>1,269,915,700</u> (as recommended by Governor)
FY 2011*	\$ <u>1,279,798,600</u> (as recommended by Governor)

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education *(enter amounts for each year):*

FY 2006	\$ <u>292,953,000</u> (actual)
FY 2009	\$ <u>340,778,600</u> (actual)
FY 2010*	\$ <u>295,866,100</u> (as recommended by Governor)
FY 2011*	\$ <u>288,815,100</u> (as recommended by Governor)

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application –

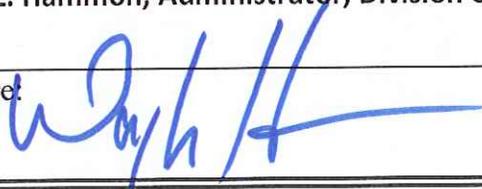
- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Wayne L. Hammon, Administrator, Division of Financial Management	
Signature: 	Date: 1/11/10

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

Requirements

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

Icon Key

Confirm Icons



Cross-Cutting Icon



Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

Overview of Part 3

Part 3A, *Indicators and Descriptors under the Assurances*, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled⁴ MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

⁴ To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

Part 3B is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).	
<p>Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p>If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:³ Click here to enter text.</p> <p>Please respond (check only one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>annually</i> on a website.</p> <p> ➔ Provide the State website where the data are provided by the State to the public:⁵</p> <p> https://www.sde.idaho.gov/site/teacher_certification/HQT/docs/Dec.2009_CSPR_submission_1.5-1.5.3.doc</p> <p>⁶ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website but updates it <i>less than annually</i>.</p> <p> ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: ⁷ Click here to enter text.</p>		

⁸ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).	
<p>Please respond (Yes or No): Is the State’s Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?</p> <p>¹ <input type="checkbox"/> Yes, the information is correct.</p> <p>² <input checked="" type="checkbox"/> No, the information is not correct.</p> <p> ➔ If checked, provide below or in an attachment the State’s most updated Teacher Equity Plan. A URL linking to the correct data on the State’s website is also sufficient:³ http://www.sde.idaho.gov/site/title_two/</p> <p>Please respond (check only one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>annually</i> on a website.</p> <p> ➔ Provide the State website where the information is provided by the State to the public:⁵ http://www.sde.idaho.gov/site/title_two/</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but updates it <i>less than annually</i>.</p> <p> ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 2B. Cite “Indicator (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p> ➔ Provide the State website where the most recently updated information is provided by the State to the public:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p> ➔ Provide the State’s plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite “Indicator (a)(2)” in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.</p>		

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
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Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
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Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
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Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
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Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.
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Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
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Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.
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Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.	
<p>Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p>Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.</p>		

4) The capacity to communicate with higher education data systems?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.
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Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”

No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.
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Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”

No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	
<p>Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p>→ ² <input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the status is provided by the State to the public:⁵ http://www.sde.idaho.gov/site/assessment/FederalReq/</p> <p>⁶ <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: ⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the status information publicly available on a website.</p> <p>→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite</p>		

“Indicator (c)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.



Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the status is correct.

→ ² No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public:⁵ <http://www.sde.idaho.gov/site/assessment/FederalReq/>.

⁶ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the status information publicly available on a website.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator
(c)(3)**

Confirm whether the State’s alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the information is correct.

² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:⁵
<http://www.sde.idaho.gov/site/assessment/FederalReq/>

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.
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Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- ¹ Yes, this has been completed within the last two years.
- ² No, this has been completed, but it occurred more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - ➔ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.	
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Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ <http://www.sde.idaho.gov/site/assessment/FederalReq/>

⁶ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³ <http://www.sde.idaho.gov/site/assessment/FederalReq/>

¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.
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Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- Yes, this was completed within the last two years.
- No, this was completed more than two years ago.
- No, this has never been completed.

Please respond (check one):

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - ➔ Provide the State website where the information is collected and publicly available:⁵ <http://www.sde.idaho.gov/site/assessment/ISAT/testadmin.htm>
- The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- The State does not make the information publicly available on a website.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	
<p>Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <input type="checkbox"/> No, the information is not correct.</p> <p> → If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one): Is the State’s current status available on the State’s website?</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p> → Provide the State website where the information is collected and publicly available:⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p> → Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p> → Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p> → Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.	 
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Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c&r.xls>, are correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ <http://www.sde.idaho.gov/reportcard/Index/2008>

⁶ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³ <http://www.sde.idaho.gov/reportcard/Index/2008>

¹⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State’s annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).	
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Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

Yes, the State Report Card includes this information.

No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite “Indicator (c)(9)” in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
<https://www.sde.idaho.gov/reportcard/>

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State’s plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State’s plan for developing the means to collect and to publicly report the data (but not the State’s implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year’s worth of college credit (applicable to a degree) within two years of enrollment in the IHE.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State’s plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State’s plan for developing the means to collect and to publicly report the data (but not the State’s implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.
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Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³

<http://www.sde.idaho.gov/site/assessment/FederalReq/>

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.
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Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³
<http://www.sde.idaho.gov/site/assessment/FederalReq/>

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 → Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

¹ Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:² [Click here to enter text.](#)

If Yes, please respond (check one):

³ The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:⁴

⁵ The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)

Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://www.sde.idaho.gov/ConsolidatedPlan/_manage/reports.htm

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://www.sde.idaho.gov/site/charter_schools/idaho_charter_schools.htm

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Data is included in the attachments.](#)

Please respond (check one):

⁴ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵

http://www.sde.idaho.gov/site/charter_schools/idaho_charter_schools.htm

⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³

http://www.sde.idaho.gov/site/charter_schools/docs/Idaho%20Charter%20School%20Student%20Achievement_2008-2009.pdf

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³

http://www.sde.idaho.gov/site/charter_schools/docs/Idaho%20Charter%20School%20Student%20Achievement_2008-2009.pdf

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://www.sde.idaho.gov/site/charter_schools/idaho_charter_schools.htm

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://www.sde.idaho.gov/site/charter_schools/idaho_charter_schools.htm

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> (check if applies)	<u>Public</u> <u>Reporting</u> (check if applies)
Descriptor (a)(1)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Descriptor (a)(2)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (c)(4)		X
Indicator (c)(10)	X	X
Indicator (c)(7)		X
Indicator (b)(1) #2, 3, 4, 8, 9, 10, 11, and 12		

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		X
2	X	
3	X	
4	X	
5		X
6	X	
7		X
8	X	
9	X	
10	X	
11	X	
12	X	

III. INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
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IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
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V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - The milestones established toward developing those means;
 - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
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Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	X	
Indicator (c)(12)		X

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

The State Department of Education thoroughly reviewed all aspects of the application and relied on experts in each assurance area to verify the data. We provided references and documentation as evidence, where applicable.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

Idaho has pursued a three-pronged approach to FERPA compliance:

- 1. Educate all stakeholders on the appropriate use of data.**
- 2. Technology projects and systems are designed from the ground up with FERPA in mind throughout the entire process (i.e, security down to the database field level with robust logging and auditing capabilities).**
- 3. Researcher access will be controlled by an advisory group, and the systems will use time-bound permissions and de-identified data sets in compliance with FERPA.**

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3. Researcher access will be controlled by an advisory group, and the systems will use time-bound permissions and de-identified data sets in compliance with FERPA.

Assurance (a): Achieving Equity in Teacher Distribution

Descriptor (a)(1): Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

The Idaho State Department of Education does not currently collect a description of the system each LEA uses to evaluate the performance of teachers. However, we will begin collecting district teacher evaluation models, plans and policies beginning in February 2010 when the state begins to implement the Statewide Framework for Teacher Performance Evaluations. Please see <http://www.sde.idaho.gov/site/teacherEval/> for more information.

Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

The Idaho State Department of Education does not currently collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal. However, beginning in February 2010, the State Department of Education will begin implementing the Statewide Framework for Teacher Performance Evaluations and collecting district teacher evaluation models, plans and policies. According to IDAPA 08.02.02.120, each school districts teacher evaluation model most contain the following elements:

- District evaluation policy contains the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.
- District evaluation policy contains the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.
- District evaluation policy contains the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.
- District evaluation policy contains a plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.
- District evaluation policy contains a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.

Indicator (a)(3): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

The Idaho State Department of Education does not request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion. The standards that the State of Idaho has adopted are all designed and focus on improving student achievement but do not evaluate teachers based on student achievement outcomes. One specific evaluation standard requires that teacher be evaluated based on how they use assessments and results to inform instruction and improve student achievement.

Indicator (a)(4): Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

The Idaho State Department of Education does not collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number of percentage of teachers rated at each performance rating or level. IDAPA 08.02.02.120 requires that, “all evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy.”

Indicator (a)(5): Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

The Idaho State Department of Education does not collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number of and percentage (including numerator and denominator) of teachers rated at each performance rating or level. IDAPA 08.02.02.120 requires that, “all evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy.”

Descriptor (a)(2): Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

The Idaho State Department of Education does not collect a description of the system each LEA uses to evaluate the performance of principals, and we do not collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal. Through Race to the Top, the state has plans to begin this process during the summer of 2010 and implement this system in the fall of 2011. Our goals are to create a principal evaluation system that will encompass a 360° Evaluation model where superintendents and teachers will both participate in evaluating the principal. Those results would then be reviewed along side the principal's self-evaluation. This method of principal evaluation allows the principal to discover hidden strengths in their leadership and areas in which the principal needs to improve. Part of our plan would be for each evaluation to result in a professional development plan based on those areas of need.

Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

The Idaho State Department of Education does not collect a description of the system each LEA uses to evaluate the performance of principals. We have plans to begin this process in the coming year and have written it into our Race to the Top grant application. Our goals are to create a principal evaluation system that will encompass a 360° Evaluation model where superintendents and teachers will both participate in evaluating the principal. Those results would then be reviewed along side the principal's self-evaluation. This method of principal evaluation allows the principal to discover hidden strengths in their leadership and areas in which the principal needs to improve. Part of our plan would be for each evaluation to result in a professional development plan based on those areas of need.

Indicator (a)(6): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

The Idaho State Department of Education does not collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion. Through Race to the Top, the state

has plans to begin this process during the summer of 2010 and implement this system in the fall of 2011. Idaho would work to include this element among the evaluation standards.

Indicator (a)(7): Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

The Idaho State Department of Education does not collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system the number of and percentage of principals rated at each performance rating or level. IDAPA 08.02.02.120 requires that, “all evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy.”

Indicator (c)(4)

Enhancements to Idaho’s current system of evaluation and oversight of the use of accommodations have been underway, in part, in response to a USDOE Peer review of March 26, 2009. This multifaceted approach involves a DIF analysis of the use of accommodations for students with disabilities, a revision to LEP guidance on appropriate use of accommodations for ELLs delivered in webinars to Idaho educators, implementation of a new test administration monitoring tool by Idaho State Department of Education [ISDE], and ongoing site monitoring by ISDE Special Education personnel. A number of these initiatives are enumerated in the attached letter to USDOE of October 2009, Idaho’s response to the Third Peer Review of Science assessments with a clear focus on accommodations issues. Chief among these was a frequency of use analysis of accommodations on the Science ISAT in the spring of 2009 that found accommodation rate use to be relatively uniform across grade levels. A more detailed DIF analysis due to ED in January 2010 will provide further data on the appropriateness and effectiveness of accommodations use by providing a specific comparison between special education students who used accommodations and those that did not. This study will be posted on the Idaho State Department of Education website at the following link for public viewing by February 15, 2010:

<http://www.sde.idaho.gov/site/assessment/FederalReq/>

Any additional or subsequent studies of this nature will also be posted at this site.

In addition, ongoing site visits of various types by the Special Education division at the Idaho State Department of Education [ISDE] provide pertinent data to inform ongoing and periodic review of accommodations use at selected districts statewide. These practices are detailed in the following attached documents which accompanied the ISDE’s response to the Third Peer Review of ISAT Science, dated October 28, 2009. These involve random visits to audit IEP and

accommodations synchronicity and biannual visits of ISDE personnel for verification of continuing compliance [matching of IEP listed accommodations with those used in the classroom and in statewide testing].

Finally, the ISDE Assessment Division has created and will implement a self-monitoring test administration tool at the LEA and school level in spring 2010. The document will be used to document proper compliance with test administration policies and procedures. Implementation will involve onsite visits and dissemination via webinars and upcoming test administration workshops.

Exhibits:

Letter to USDOE October 28, 2009. Idaho's response to Third Peer Review, with exhibits.

Indicator (c)(7)

The state does not have native language versions of the state assessment; therefore, the state does not have information posted on a website.

Indicator (c)(10)

Disaggregation of graduation rate using a four-year adjusted cohort graduation rate.

Idaho is currently implementing a detailed plan to comply with the requirement to provide for the disaggregation of graduation rate. Much of the detail of this plan is contained in the recent letter to USDOE of November 9, 2009 asking for an extension on the implementation of this requirement due to Idaho's inability to track individual data until the present school year. This spring all students assessed will be required to acquire and use a unique student ID in order to test; however, to ensure a smooth transition into the full-scale use of the longitudinal data system, school year 2009-10 will be used as a pilot year to work through any possible areas of concern and non-compliance. Therefore, the first year of all data will be gathered using the longitudinal data system will be 2010-11.

In January 2010, Idaho will pilot the first phase of the Longitudinal Data System with 10 LEAs. The state will then be able to begin the collection of the data necessary to calculate the four-year adjusted cohort graduation rate. In August 2010, all LEAs will be integrated into the Longitudinal Data System and use a unique student ID. As with any statewide deployment of a new system, we anticipate numerous issues will need to be addressed during this time. Therefore, Idaho is proposing in the attached timeline to use the collected, student-level data in 2010-2011 to calculate the first year of the four-year adjusted cohort graduation rate using the formula as defined in 34 C.F.R. §200.19(b). However, as outlined in the guidance, it will take an additional two years (until 2013) to report graduation rates in AYP calculations for high schools with grades 10-12 and an additional three years (until 2014) to report for high schools with grades 9-12.

As provided in the guidance, Idaho will use a three-year cohort graduation rate for those high schools in the state which do not include grade 9, but will calculate the state graduation rate using the four-year adjusted cohort graduation rate.

The attached timeline below details how Idaho is planning on implementing a staggered disaggregated graduation rate by following this plan.

Idaho Timeline for Implementation of Extended
Cohort-Based Graduation Rate Calculations

Completion Dates	Task
January 2010	Implementation of a pilot in 10 Districts of the Statewide Longitudinal Data System allowing for tracking of individual students across schools, districts and within the state.
September 2010	Implementation of the Statewide Longitudinal Data System in all Idaho school districts.
August 2010	Demographic information for each student is also populated to allow for graduation rate reporting by subgroups (LEP, special education, race and ethnicity, etc.)
July 2011	Calculations for Cohort 1 (9 th graders 2010-2011 or 10 th graders in 2010-2011 in High Schools without grade 9) are calculated.
July 2012	Calculations for Cohort 1 are calculated for second year. Begin calculations for Cohort 2.
March 2013	Set new graduation targets for the three- and four-year graduation rate calculations. ¹
July 2013	Calculations for Cohort 1 are calculated for third year. Begin calculations for Cohort 3.
July 2013	AYP determinations are made for all high schools that do not include include grade 9 using a include grade 9 using a three-year cohort graduation rate. calculation.
July 2014	Calculations for Cohort 1 are calculated for fourth year. Begin calculations for Cohort 4.

July 2014	AYP determinations are made for all high schools using a four-year or three-year graduation rate calculation.
October 2015	Calculations for Cohort 1 are calculated for any student graduating in five years.
July 2015	AYP determinations are made for all high schools using a four-year or three-year graduation rate calculation.
July 2015	<p>In addition, AYP graduation rate determinations are made for all high schools using the five-year extended cohort graduation rate calculations or the four-year extended cohort graduation rate calculation for high schools that do not have grade 9.</p> <p>Idaho will use separate annual targets for the four-year and five-year extended graduation rate as outlined in section D-4 of the non-regulatory guidance.</p>

Funds for implementation of the longitudinal data system will come from a number of sources including a Longitudinal Data System grant from the U.S. Department of Education in May 2009. This \$5.9 million grant will support development until 2012. In addition, Idaho is submitting an application for a second Longitudinal Data System grant from the U.S. Department of Education this month. The Idaho Legislature also committed \$2.5 million and one additional position to the Department for fiscal year 2009 for data management improvement activities. In fiscal year 2010, the Department again received funding for one full-time position to support the Longitudinal Data System strategies. In the same year, the Department realigned its Information Technology mission, focusing more of its internal resources on the goals of the Longitudinal Data System. For fiscal year 2011, the Department has requested additional state funds for a full-time position and ongoing operating costs.

Exhibits:

A. Letter of November 9, 2009 from ISDE to USDOE requesting extension to implement disaggregation of graduation rate.

Assurance (b) Improving Collection and Use of Data

Indicator (b)(1): Indicate which of the 12 elements described in section 6401(e) (2) (D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

2 Student-level enrollment, demographic, and program participation information?

Idaho has planned for this element in our SLDS currently in development under a 2009 IES SLDS grant, CFDA 84.372.

Milestones - please see current SLDS grant outcome and activity summary below.

Dates - please see current SLDS grant outcome and activity summary below.

Obstacles - None foreseen

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - please see current SLDS grant outcome and activity summary below.

Agencies - Idaho State Department of Education, Idaho Board of Education

#3 Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

Idaho has planned for this element in our SLDS currently in development under a 2009 IES SLDS grant, CFDA 84.372.

Milestones - please see current SLDS grant outcome and activity summary below.

Dates - please see current SLDS grant outcome and activity summary below.

Obstacles - Financial resources if grant funds unavailable for post secondary integration

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - please see current SLDS grant outcome and activity summary below.

Agencies - Idaho State Department of Education, Idaho Board of Education

#4 The capacity to communicate with higher education data systems?

Idaho has planned for this element in our SLDS currently in development under a 2009 IES SLDS grant, CFDA 84.372.

Milestones - please see current SLDS grant outcome and activity summary below.

Dates - please see current SLDS grant outcome and activity summary below.

Obstacles - Financial resources if grant funds unavailable for post secondary integration

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - please see current SLDS grant outcome and activity summary below.

Agencies - Idaho State Department of Education, Idaho Board of Education

#8 A teacher identifier system with the ability to match teachers to students?

Idaho has planned for this element in our SLDS currently in development under a 2009 IES SLDS grant, CFDA 84.372.

Milestones - please see current SLDS grant outcome and activity summary below.

Dates - please see current SLDS grant outcome and activity summary below.

Obstacles - None foreseen

Public reports - Idaho publishes Longitudinal Data progress updates

to: <http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - please see current SLDS grant outcome and activity summary below.

Agencies - Idaho State Department of Education, Idaho Board of Education

#9 Student-level transcript information, including on courses completed and grades earned?

Idaho has planned for this element in our SLDS currently in development under a 2009 IES SLDS grant, CFDA 84.372.

Milestones - please see current SLDS grant outcome and activity summary below.

Dates - please see current SLDS grant outcome and activity summary below.

Obstacles - None foreseen

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - please see current SLDS grant outcome and activity summary below.

Agencies - Idaho State Department of Education, Idaho Board of Education

#10 Student-level college readiness test scores?

Idaho has planned for this element in our SLDS currently in development under a 2009 IES SLDS grant, CFDA 84.372.

Milestones - please see current SLDS grant outcome and activity summary below. Test scores are anticipated to be available for the 2012-2013 class.

Dates - please see current SLDS grant outcome and activity summary below.

Obstacles – Idaho State funding allocation for Statewide college readiness testing

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - please see current SLDS grant outcome and activity summary below.

Agencies - Idaho State Department of Education, Idaho Board of Education

Additionally Idaho has approved Administrative Rule requiring the high school class of 2013 to take the ACT, SAT or COMPASS college readiness assessments. (See IDAPA 08.02.03.105.06) Integration of this data in including in current and proposed SLDS efforts.

#11 Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

Idaho has also planned for this element in our proposed P-20 to workforce SLDS per CFDA# 84.384A PR/Award R384A100046 which closed December 4, 2009.

Milestones - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Dates - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Obstacles - Financial resources if grant is not awarded to Idaho

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - Will be determined by the award of grant of CFDA#84.384A, the application has detailed budget.

Agencies - Idaho State Department of Education, Idaho Board of Education

#12 Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

Idaho has also planned for this element in our proposed P-20 to workforce SLDS per CFDA# 84.384A PR/Award R384A100046 which closed December 4, 2009.

Milestones - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Dates - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Obstacles - Financial resources if grant is not awarded to Idaho

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - Will be determined by the award of grant of CFDA#84.384A, the application has detailed budget.

Agencies - Idaho State Department of Education, Idaho Board of Education

Indicator (b)(2): Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

Idaho has also planned for this element in our proposed P-20 to workforce SLDS per CFDA# 84.384A PR/Award R384A100046 which closed December 4, 2009.

Milestones - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Dates - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Obstacles - Financial resources if grant is not awarded to Idaho

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - Will be determined by the award of grant of CFDA#84.384A, the application has detailed budget.

Agencies - Idaho State Department of Education, Idaho Board of Education

Indicator (b)(3): Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

Idaho has also planned for this element in our proposed P-20 to workforce SLDS per CFDA# 84.384A PR/Award R384A100046 which closed December 4, 2009.

Milestones - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Dates - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Obstacles - Financial resources if grant is not awarded to Idaho

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - Will be determined by the award of grant of CFDA#84.384A, the application has detailed budget.

Agencies - Idaho State Department of Education, Idaho Board of Education

Assurance (c): Standards and Assessments

Indicator (c)(4): Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

Enhancements to Idaho's current system of evaluation and oversight of the use of accommodations have been underway, in part, in response to a U.S. Department of Education (USDOE) Peer review of March 26, 2009. This multifaceted approach involves a DIF analysis of the use of accommodations for students with disabilities, a revision to LEP guidance on appropriate use of accommodations for ELLs delivered in webinars to Idaho educators, implementation of a new test administration monitoring tool by Idaho State Department of Education [ISDE], and ongoing site monitoring by ISDE Special Education personnel. A number of these initiatives are enumerated in the attached letter to USDOE of October 2009, Idaho's response to the Third Peer Review of Science assessments with a clear focus on accommodations issues. Chief among these was a frequency of use analysis of accommodations on the Science ISAT in the spring of 2009 that found accommodation rate use to be relatively uniform across grade levels. A more detailed DIF analysis due to ED in January 2010 will provide further data on the appropriateness and effectiveness of accommodations use by providing a specific comparison between special education students who used accommodations and those that did not. This study will be posted on the Idaho State Department of Education website at the following link for public viewing by February 15, 2010: <http://www.sde.idaho.gov/site/assessment/FederalReq/>. Any additional or subsequent studies of this nature will also be posted at this site.

In addition, ongoing site visits of various types by the Special Education division at the ISDE provide pertinent data to inform ongoing and periodic review of accommodations use at selected districts statewide. These practices are detailed in the following attached documents which accompanied the ISDE's response to the Third Peer Review of ISAT Science, dated October 28, 2009. These involve random visits to audit IEP and accommodations synchronicity and biannual visits of ISDE personnel for verification of continuing compliance [matching of IEP listed accommodations with those used in the classroom and in statewide testing]. Finally, the ISDE Assessment Division has created and will implement a self-monitoring test administration tool at the LEA and school level in spring 2010. The document will be used to document proper compliance with test administration policies and procedures. Implementation will involve onsite visits and dissemination via webinars and upcoming test administration workshops.

Exhibits:

Letter to USDOE October 28, 2009. Idaho's response to Third Peer Review, with exhibits.

Indicator (c)(7): Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department. The state does not have native language versions of the state assessment; therefore, the state does not have information posted on a website.

Indicator (c)(10): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Does the State collect these data (as defined in Indicator (c)(10))?

Idaho is currently implementing a detailed plan to comply with the requirement to provide for the disaggregation of graduation rate. Much of the detail of this plan is contained in the recent letter to USDOE of November 9, 2009 asking for an extension on the implementation of this requirement due to Idaho’s inability to track individual data until the present school year. This spring, all students assessed will be required to acquire and use a unique student ID in order to test; however, to ensure a smooth transition into the full-scale use of the longitudinal data system, school year 2009-10 will be used as a pilot year to work through any possible areas of concern and non-compliance. Therefore, the first year of all data will be gathered using the longitudinal data system will be 2010-11.

In January 2010, Idaho will pilot the first phase of the statewide longitudinal data system (SLDS) with ten LEAs. The state will then be able to begin the collection of the data necessary to calculate the four-year adjusted cohort graduation rate. In August 2010, all LEAs will be integrated into the SLDS and use a unique student ID. As with any statewide deployment of a new system, we anticipate numerous issues will need to be addressed during this time. Therefore, Idaho is proposing in the attached timeline to use the collected, student-level data in 2010-2011 to calculate the first year of the four-year adjusted cohort graduation rate using the formula as defined in 34 C.F.R. §200.19(b). However, as outlined in the guidance, it will take an additional two years (until 2013) to report graduation rates in AYP calculations for high schools with grades 10-12 and an additional three years (until 2014) to report for high schools with grades 9-12. As provided in the guidance, Idaho will use a three-year cohort graduation rate for those high schools in the state which do not include grade 9, but will calculate the state graduation rate using the four-year adjusted cohort graduation rate.

The attached timeline below details how Idaho is planning on implementing a staggered disaggregated graduation rate by following this plan.

Idaho Timeline for Implementation of Extended

Cohort-Based Graduation Rate Calculations

Completion Dates	Task
January 2010	Implementation of a pilot in 10 Districts of the Statewide Longitudinal Data System allowing for tracking of individual students across schools, districts and within the state.
September 2010	Implementation of the Statewide Longitudinal Data System in all

	Idaho school districts.
August 2010	Demographic information for each student is also populated to allow for graduation rate reporting by subgroups (LEP, special education, race and ethnicity, etc.)
July 2011	Calculations for Cohort 1 (9 th graders 2010-2011 or 10 th graders in 2010-2011 in High Schools without grade 9) are calculated.
July 2012	Calculations for Cohort 1 are calculated for second year. Begin calculations for Cohort 2.
March 2013	Set new graduation targets for the three- and four-year graduation rate calculations. ¹
July 2013	Calculations for Cohort 1 are calculated for third year. Begin calculations for Cohort 3.
July 2013	AYP determinations are made for all high schools that do not include include grade 9 using a include grade 9 using a three-year cohort graduation rate. calculation.
July 2014	Calculations for Cohort 1 are calculated for fourth year. Begin calculations for Cohort 4.
July 2014	AYP determinations are made for all high schools using a four-year or three-year graduation rate calculation.
October 2015	Calculations for Cohort 1 are calculated for any student graduating in five years.
July 2015	AYP determinations are made for all high schools using a four-year or three-year graduation rate calculation.
July 2015	In addition, AYP graduation rate determinations are made for all high schools using the five-year extended cohort graduation rate calculations or the four-year extended cohort graduation rate calculation for high schools that do not have grade 9. Idaho will use separate annual targets for the four-year and five-year extended graduation rate as outlined in section D-4 of the non-regulatory guidance.

Funds for implementation of the SLDS will come from a number of sources including a Longitudinal Data System grant from the U.S. Department of Education in May 2009. This \$5.9 million grant will support development until 2012. In addition, Idaho has submitted an application for a second Longitudinal Data System grant from the U.S. Department of Education, CFDA# 84.384A PR. The Idaho Legislature also committed \$2.5 million and one additional position to the Department for fiscal year 2009 for data management improvement activities. In fiscal year 2010, the Department again received funding for one full-time position to support the Longitudinal Data System strategies. In the same year, the Department realigned its Information Technology mission, focusing more of its internal resources on the goals of the Longitudinal Data System. For fiscal year 2011, the Department has requested additional state funds for a full-time position and ongoing operating costs.

Exhibits:

A. Letter of November 9, 2009 from ISDE to USDOE requesting extension to implement disaggregation of graduation rate.

Indicator (c)(11): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Idaho has also planned for this element in our proposed P-20 to workforce SLDS per CFDA# 84.384A PR/Award R384A100046 which closed December 4, 2009.

Milestones - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Dates - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Obstacles - Financial resources if grant is not awarded to Idaho

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - Will be determined by the award of grant of CFDA#84.384A, the application has detailed budget.

Agencies - Idaho State Department of Education, Idaho Board of Education

Indicator (c)(12): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Idaho has also planned for this element in our proposed P-20 to workforce SLDS per CFDA# 84.384A PR/Award R384A100046 which closed December 4, 2009.

Milestones - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Dates - Will be determined by the award of grant of CFDA#84.384A, the application has detailed milestones.

Obstacles - Financial resources if grant is not awarded to Idaho

Public reports - Idaho publishes Longitudinal Data progress updates to:

<http://www.sde.idaho.gov/site/isee.htm>

Funds/Budget - Will be determined by the award of grant of CFDA#84.384A, the application has detailed budget.

Agencies - Idaho State Department of Education, Idaho Board of Education

Element of the America COMPETES Act	Operational	In Pilot	In Development	Planned
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system;	√			
(2) Student-level enrollment, demographic, and program participation information; Status: In operation by the 2010-2011 school year		√		
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs; Status: Entry and exit codes and ability to track cohort information will be operational by the 2010-2011 school year		√		
(4) The capacity to communicate with higher education data systems; Status: SDE is currently designing all systems to enable communication with higher education data systems. Once the higher education institutes enable the access to their data, SDE will accept and store the data				√
(5) A State data audit system assessing data quality, validity, and reliability; Status: Data governance and quality audits will be in place by 2010-2011		√		
(6) Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b));	√			
(7) Information on students not tested by grade and subject;	√			
(8) A teacher identifier system with the ability to match teachers to students; Status: Staff identification, including unique teacher ID will be in place in first half of 2010.		√		
(9) Student level transcript information, including information on courses completed and grades earned; Status: Student level information will be implemented in the 2010-2011 school year			√	
(10) Student-level college readiness test scores; Status: Planned for implementation in 2010-2011			√	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and Status: SDE is currently designing all systems to enable communication with higher education data systems. Once the higher education institutes enable the access to their data, SDE will accept				√

and store the data				
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education. Status: aSDE is currently designing all systems to enable communication with higher education data systems. Once the higher education institutes enable the access to their data, SDE will accept and store the data				√

Appendix A

Idaho is aggressively implementing a robust statewide longitudinal data system. Our current efforts are funded through a combination of state and IES resources. Under the current IES grant, the Idaho State Department of Education (SDE) is developing a K-12 SLDS, the Idaho Systems for Educational Excellence (ISEE). In recognition that current efforts are the foundation for a P-20 and workforce data warehouse, our data system architecture is being developed to contain student level and teacher data across agencies and time and for the analysis of student achievement at the classroom level (associating teacher to student). To expand the current SLDS efforts, Idaho has requested funding of nine outcomes in CDFA grant #84.372 to enable our data system to meet all twelve elements of the America COMPETES act.

Current state-funded projects include:

- Statewide portal that will support a centralized statewide K-12 data collection mechanism and streamline data submission and review by all LEAs. Authentication and authorization scheme that will ensure state and federal privacy regulation compliance and support single sign-on. State funding of \$800,000.
- Teacher certification application development, rebuilding the current application in .Net to comply with our SLDS architecture and integrating Educational IDs (EDUID) for teachers. Enrollment and attendance application development that will refine the granularity of data collection to the individual student level for incorporation into the K-12 data system. State funding of \$640,000.

Current IES grant-funded projects (#84.372) focus on these six K-12 areas:

- Enhanced Unique ID application; to create a system to assign and manage a unique Educational ID (EDUID) to identify all individuals involved in the K-12 educational system (i.e., students, teachers, administrators, etc.). This system will also facilitate linkage of student and teacher data, as well as enabling the collection and analysis of teacher specific education data.
- K-12 Longitudinal Data Warehouse; consisting of two primary components: a normalized data storage model is being developed to store person level information and all associated data for each individual. The model includes: Persons, Providers, Programs, and Evidence. Second, a dimensional data warehouse is being developed to support a reporting engine and associated data analytics.

- K-12 LEA data collection at state level; collect person level data at regular intervals from LEAs via standardized data exchange formats. This data will be imported into the K-12 longitudinal data warehouse.
- Support for LEAs to purchase, contract for, or internally develop any ETL (Extract, Transform, Load) capabilities needed to prepare their data to be imported into the K-12 longitudinal data system. This will streamline the data submittal process for LEAs.
- Deployment of the K-12 reporting and analysis system based on the Longitudinal Data Warehouse to examine and analyze educational results and trends over time. This will include development of standardized reports to fulfill federal reporting obligations such as EDFacts, and to identify effective teachers, schools, and programs to share best practices.
- Transcript system; Streamline and automate the movement of transcript information from LEAs to postsecondary institutions.

To expand our current SLDS efforts from a K-12 system to a P-20 and workforce system we have proposed nine outcomes in grant request 84.384A.

Proposed Outcomes:

- Establish policies and governance structure to support P-20 and workforce data system
- Integrate current statewide Education ID application into the public postsecondary systems
- Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse
- Align the Division of Professional-Technical Education’s 10 System into the SLDS
- Deploy web services to facilitate the exchange of data across agencies and states
- Establish a K-12 Learning Management System to support formative assessments and curriculum management
- Create a statewide K-12 data utilization training program (teaching teachers and administrators how to use data to set measurable goals and then track progress)
- Create web widgets and tools to provide targeted, appropriate information to stakeholders
- Develop multi-state data exchange (WICHE)

State Fiscal Stabilization Fund (SFSF) Assurances	Proposed Grant Outcomes
Take actions to improve teacher effectiveness and distribution	Proposed Learning Management System will support provisioning of results-oriented curriculum, formative assessments, scope, sequence, and pacing guides to assist struggling teachers. Linkage of student results to teachers will support analysis of teacher effectiveness. Linkage of teachers to student assessments will assist in the analysis of teacher preparation programs. Linkage of teachers to student outcomes can be used to ensure equitable distribution of effective teachers and continuous improvement of instructional practices. Initiation of professional learning communities for teachers to share best practices.

Establish an SLDS	Idaho–LEADS will be a P-20 and workforce SLDS.
Enhance the quality of academic assessments	Idaho–LEADS will allow for multiple data points to examine correlation of current academic assessments to postsecondary attendance and postsecondary performance (including remedial course work), creating feedback loops and opportunity for continuous improvement, or adoption of other, more highly correlated assessments. Introduction of juried item bank formative assessments into classroom will allow for prediction of student success and modification of ESEA assessments to more accurately reflect student learning, or adjustment of curriculum for improved alignment with standards.
Comply with IDEA	Idaho–LEADS will allow the State to monitor progress of children with disabilities over time, create an “early warning system” utilizing formative assessments, and share formative information with parents and other stakeholders.
Take steps to improve academic standards	Proposed Learning Management System allows for the online management of academic standards and comparison of curriculum to assessment results to standards proficiency. It will also support correlation of curriculum, formative assessments, and academic standards for the continuous improvement of academic standards. Introduction of feedback loops between postsecondary and secondary institutions will support analysis of standards against success in postsecondary environment.
Support struggling schools	Idaho–LEADS will be used to identify schools in need or potentially in need for targeted assistance by trending formative as well as summative assessment data to measure and predict school performance. It also supports the sharing of best practices by identifying high-performing schools, capturing their instructional practices and communicating those practices to struggling schools. It also creates tools for parent involvement, a key component of turning around struggling schools.

Timelines and Budgets, Current grant #84.372

Code	Proposed Outcome	Status	Proposed Start Date	Proposed End Date	Actual Start	Actual Finish	Finish Variance	Budget (Federal Funding)
7.00	Oversight and Management	Work In Progress	5/15/09	6/15/12	5/15/09			\$42,436
7.10	Build project plans and schedule	Work In Progress	5/15/09	1/29/10	5/15/09	1/29/10	0	
7.20	NCES Grantee Meeting	Work In Progress	7/13/09	6/15/12	7/13/09	6/15/12	0	
7.30	Bi-Monthly NCES Status Call	Work In Progress	7/13/09	6/15/12	7/13/09	6/15/12	0	
7.40	Bi-Monthly Advisory Group Status Call	Work In Progress	7/13/09	6/15/12	7/13/09	6/15/12	0	
7.50	Weekly project Team Meeting	Work In Progress	7/13/09	6/15/12	7/13/09	6/15/12	0	
7.60	In-State Annual Regional Update	Work In Progress	7/13/09	6/15/12	7/13/09	6/15/12	0	
4.00	Enhance Student ID System and Create Staff IDs	Work In Progress	5/15/09	9/16/11	5/15/09			\$1,127,905
4.10	Determine engine to replace the existing Student ID engine; procure	Operational	5/15/09	10/5/09	5/15/09	10/5/09	0	
4.20	Procure hardware for new engine as needed	Operational	10/6/09	1/29/10	9/6/09	10/6/09	-115	
4.30	Install ID system	Work In Progress	2/1/10	7/16/10	10/6/09	1/4/10	-194	
4.40	Integrate with enterprise portal and directory	Work In Progress	2/1/10	10/8/10	11/19/09	1/20/10	-262	
4.50	Set-up user accounts for	Work In	5/3/10	7/23/10	12/15/09	1/20/10	-185	

Code	Proposed Outcome	Status	Proposed Start Date	Proposed End Date	Actual Start	Actual Finish	Finish Variance	Budget (Federal Funding)
	Student ID system users	Progress						
4.60	Load existing Student ID information	Work In Progress	5/3/10	10/15/10	12/15/09	12/30/09	-290	
4.70	Tune matching engine for Student IDs	Operational	7/26/10	10/15/10	11/1/09	12/4/09	-316	
4.85	Rollout Statewide Portal & Directory	Not Begun	1/4/10	9/30/10			-253	State funded - not included in total
4.80	Train districts in Student ID process and ambiguous match resolution	Not Begun	7/26/10	10/15/10	1/4/10	1/20/10		
4.90	Adjust student collections and validation routines to use new Student IDs	Work In Progress	5/3/10	4/1/11	11/16/09			
4.10	Integrate Student ID system with Data Collection System	Work In Progress	4/4/11	9/16/11	11/16/09			
4.11	Load staff from staff assignment data - make initial Staff ID Assignment	Not Begun	5/3/10	7/23/10	3/1/10			
4.12	Set up accounts for district Staff ID system users	Not Begun	7/26/10	10/15/10	3/1/20			
4.13	Tune matching engine for Staff IDs	Operational	10/18/10	1/7/11	11/1/09	12/4/09	-400	
4.14	Return assigned Staff IDs to districts	Not Begun	10/18/10	1/7/11	3/1/10			
4.15	Train districts in Staff ID process and ambiguous	Not Begun	10/18/10	1/7/11				

Code	Proposed Outcome	Status	Proposed Start Date	Proposed End Date	Actual Start	Actual Finish	Finish Variance	Budget (Federal Funding)
	match resolution							
4.16	Adjust staff data collections and validation routines to use new Staff IDs	Not Begun	7/26/10	6/24/11				
4.17	Integrate Staff ID system with Data Collection System	Work In Progress	4/4/11	9/16/11	11/1/09			
1.00	Longitudinal Data System	Work In Progress	5/15/09	11/9/12				\$735,815
1.10	Identification of data base and business intelligence tool set	Work In Progress	5/15/09	10/5/09	5/15/09			
1.20	Procurement of hardware and software	Work In Progress	10/6/09	1/29/10	10/6/09			
1.30	Design measures and dimensions initial "cubes:" Attendance and Student Performance on the State Assessment (ISAT)	Not Begun	2/1/10	7/16/10				
1.40	Populate data warehouse tables	Not Begun	5/3/10	7/23/10				
1.50	Build "cubes"	Not Begun	5/3/10	10/15/10				
1.60	Review with State Department program staff and SLDS advisory committee	Not Begun	5/3/10	10/15/10				
1.70	Design measures and	Not Begun	7/26/10	5/25/12				

Code	Proposed Outcome	Status	Proposed Start Date	Proposed End Date	Actual Start	Actual Finish	Finish Variance	Budget (Federal Funding)
	confirm dimensions or design additional as needed. Design "cubes."							
1.80	Review with State Department program staff and SLDS advisory committee	Not Begun	7/26/10	11/9/12				
1.90	Train State Department analysts and program staff in use of the cubes	Not Begun	7/26/10	1/2/12				
1.10	Design ETL processes to update warehouse with new data	Not Begun	7/26/10	11/9/12				
3.00	Data Collection Infrastructure at the State	Work In Progress	6/15/09	7/13/12				\$1,162,650
3.10	Procure and install hardware	Work In Progress	6/15/09	10/5/09				
3.20	Install ZIS at the state	Not Begun	1/4/10	3/26/10				
3.30	Install and configure Student Locator Framework (SLF)	Not Begun	1/4/10	6/18/10				
3.40	Obtain or build adaptor for Student/Staff ID engine	Not Begun	3/29/10	9/10/10				
3.50	Integrate SLF with Student ID system	Not Begun	6/21/10	12/3/10				
3.60	Integrate with Staff ID system	Not Begun	6/21/10	12/3/10				

Code	Proposed Outcome	Status	Proposed Start Date	Proposed End Date	Actual Start	Actual Finish	Finish Variance	Budget (Federal Funding)
3.70	Install and configure vertical reporting infrastructure	Not Begun	6/21/10	9/10/10				
3.80	Install and configure ZIS in volunteer districts	Not Begun	9/13/10	7/13/12				
3.90	Assist configuring agents for core applications in volunteer districts	Not Begun	9/13/10	7/13/12				
3.10	Design Data Collection System for state collections	Not Begun	9/13/10	7/13/12				
5.00	District ETL Support	Work In Progress	5/15/09	9/9/11				\$1,022,950
5.10	Survey pilot districts to assess capacity and need	Work In Progress	5/15/09	11/3/09	9/1/09			
5.20	Identify approach to take with each pilot district	Work In Progress	11/4/09	4/23/10	11/4/09			
5.30	Negotiate deliverables for grantee pilot districts	Not Begun	4/26/10	10/8/10				
5.40	Contract with vendors for pilot districts with on-site assistance	Not Begun	4/26/10	10/8/10				
5.50	Vendors build processes for pilot districts requiring assistance	Not Begun	4/26/10	9/9/11				
5.60	Release sub-grantee application	Not Begun	2/1/10	4/5/10				
5.70	Identify approach to take with each district	Not Begun	3/1/10	4/23/10				

Code	Proposed Outcome	Status	Proposed Start Date	Proposed End Date	Actual Start	Actual Finish	Finish Variance	Budget (Federal Funding)
5.80	Negotiate deliverables for sub grantee districts	Not Begun	4/26/10	10/8/10				
5.90	Vendors build processes for districts requiring assistance	Not Begun	4/26/10	9/9/11				
2.00	Reporting and Analysis System	Work In Progress	5/15/09	11/2/12				\$122,039
2.10	identification of toolset to use for ad hoc reporting and analysis, remote user access, security enforcement	Operational	5/15/09	10/5/09	5/15/09	10/5/09	0	
2.20	Procurement of required hardware and software	Work In Progress	10/6/09	1/29/10	9/1/09			
2.30	Develop plan for integration into enterprise portal and directory	Work In Progress	2/1/10	4/23/10	11/1/09			
2.40	Install reporting system	Not Begun	2/1/10	7/16/10				
2.50	Integrate authentication and authorization procedures	Not Begun	4/26/10	7/16/10				
2.60	Build reports on the data warehouse "cubes"	Not Begun	7/19/10	11/2/12				
2.70	Internal staff training	Not Begun	4/26/10	7/16/10				
2.80	Regional training for school district staff	Not Begun	7/19/10	3/25/11				

Code	Proposed Outcome	Status	Proposed Start Date	Proposed End Date	Actual Start	Actual Finish	Finish Variance	Budget (Federal Funding)
6.00	Transcript System	Not Begun	4/25/11	2/22/13				\$602,725
6.10	Project Initiation & Formation of Advisory Committee	Not Begun	4/25/11	7/15/11				
6.20	Launch Standard Functionality Transcript Center	Not Begun	4/25/11	7/15/11				
6.30	Launch Premium Functionality Transcript Center	Not Begun	7/18/11	3/23/12				
6.40	District Communication and Registration	Not Begun	7/18/11	3/23/12				
6.50	Postsecondary Registrations and Setup (Ongoing)	Not Begun	3/26/12	2/22/13				
6.60	Training and Documentation	Not Begun	7/18/11	6/15/12				
6.70	Functioning Idaho Transcript Center	Not Begun	10/10/11	2/22/13				

Timelines and Budgets, grant application #84.384A

1. Establish policies and governance structure to support P-20 and workforce data system - \$72,477

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Select representatives for Idaho–LEADS Advisory Group	X											
Convene initial Idaho–LEADS Advisory Group meeting		X	X									
Document member roles, responsibilities, establish meeting schedules and communication methodologies		X	X									
Examine other states’ interoperability models			X	X								
Develop data elements to be included in P-20 and workforce data warehouse, data dictionary, policy manuals, protocol standards (in collaboration with development team)			X	X	X	X						
Define and implement data quality audit process			X	X	X	X	X	X	X	X	X	X
Provide quarterly Idaho–LEADS Advisory Group SLDS progress reports					X	X	X	X	X	X	X	X

2. Integrate current statewide Education ID application into the public postsecondary systems - \$651,226

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Collaboration between postsecondary institutions and SDE for integration of EDUID into postsecondary ERPs	X	X										
Evaluate and modify current ERPs to incorporate EDUID		X	X	X								

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
SDE and postsecondary institutions prepare process documentation and training materials for users			X	X								
SDE schedule and deliver training sessions				X	X	X						
Evaluate efficacy of processes and procedures as needed							X	X	X	X	X	X

3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse - \$5,530,059

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Issue RFP's, review proposals, award contracts for individual postsecondary data warehouses and reporting/analysis systems	X	X										
Issue RFP, review proposals, award contract for development of P-20 and workforce data warehouse and reporting/analysis system	X	X										
Design and implementation of individual postsecondary data warehouses			X	X	X	X	X	X	X	X		
Logical design of P-20 and workforce data warehouse (i.e., defining facts and dimensions)			X	X								
Review/adjustment/enhancement of individual secondary and postsecondary warehouse designs to ensure support for P-20 and workforce data warehouse logical design				X								
Construction and testing of P-20 and workforce data warehouse relational layer and ETL processes						X	X	X	X			

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Construction and testing of P-20 and workforce data warehouse multidimensional layer (intertwined with relational layer development)							X	X	X	X		
Development of end user data dictionary and training/help documentation for P-20 and workforce data warehouse									X	X		
Construction of reports (using both relational and multidimensional layers) in P-20 and workforce data warehouse									X	X	X	
Design and implementation of security									X	X	X	
Training and go-live									X	X	X	X

4. Align the Division of Professional-Technical Education’s (PTE) 10 System to align with SDE’s application rewrite - \$272,000

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Analyze and define business requirements for PTE			X									
Design system based on requirements and architecture of SDE’s current system				X	X							
Build the various system applications and reporting tools					X	X	X					
Define test scripts, perform quality assurance, and testing on applications and reports								X				
Obtain end-user acceptance								X				
Load applications to PTE’s servers									X			
Migrate data from existing databases									X			
Write application documentation										X		
Train end-users										X	X	

5. Deploy web services to facilitate the exchange of data across agencies and states - \$970,004

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Business analysis	X											
Create Business Requirements Documents		X										
Develop architecture models			X	X								
Define use cases and test scenario framework and standards					X							
Purchase server and software applications to support architecture				X								
Define data elements and models					X	X						
Build application and user interfaces standards							X	X				
Create system testing standards									X			
Establish development requirements										X		
Final user acceptance testing standards											X	

6. Establish a K-12 Learning Management System to support formative assessments and curriculum management - \$8,445,500

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Requirements gathering and documentation (procurement)	X											
Procurement process (procurement)	X	X										
Determine configuration		X	X									
Define data elements and format		X										
Verify data is normalized			X									
Software installation				X								
Load standards				X								
Curriculum discovery and loading				X								
Configure site preferences and permissions					X							
Load test data					X							
Load students and bell schedules						X						

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Perform quality analysis							X					
Deploy to pilot districts							X	X				
Deploy system statewide									X	X	X	X

7. Create a statewide K-12 data utilization training program - \$3,757,644

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Discovery process of other states' best practices	X	X										
Document organizational structure, job descriptions, budgets, policies and processes		X	X									
Preparation and completion of hiring process. i.e. interview guides, selection grids, etc.			X	X								
Create communications and training plan				X								
Develop certification criteria and establish certification program					X							
Develop workshop training materials & online training tools					X	X						
Deploy training workshops and online courses							X	X	X	X	X	X
Survey participants to continuous improvement of courseware							X	X	X	X	X	X

8. Create web widgets and tools to provide targeted appropriate information to stakeholders - \$715,180

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Procurement process	X											
Conduct stakeholder surveys and focus groups. Identify requirements	X	X										
Identify content providers			X									

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Develop methodology for push (widgets, RSS, etc.)				X	X	X	X					
Build applications					X	X	X	X	X	X		
Security testing						X	X	X	X	X		
Conduct user acceptance testing							X	X	X	X	X	
Train end users								X	X	X	X	X
Deploy/pilot								X	X	X	X	X

9. Develop multi-state data system collaboration - \$363,000

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Organize and facilitate planning activities (develop memoranda of understanding)	X	X	X	X	X	X	X	X				
Identify and standardize the initial set of core data elements to enable matching of records across sectors and states	X	X	X	X	X	X	X	X				
Select qualified vendor to perform technical aspects or record linking	X	X	X	X	X	X	X	X				
Facilitate regular meetings of the data exchange's governing body	X	X	X	X		X		X		X		X
Design and prepare reports as regular products of the data exchange					X	X	X	X	X	X	X	X
Facilitate meetings to standardize and incorporate additional data elements									X	X	X	X



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BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

November 9, 2009

Dr. Zollie Stevenson, Director
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Avenue, S. W., Room 3W230
Washington, DC 20202

Dear Dr. Stevenson,

The Idaho State Department of Education is writing to request an extension to the graduation requirement as outlined in 34 C.F.R. §200.19(b) and further expanded in the "High School Graduation Rate, Non-Regulatory Guidance" dated December 22, 2008. While we recognize we are well past the deadline of March 2, 2009, we hope the U.S. Department of Education will consider the extenuating circumstances that likely contributed to the State of Idaho missing that deadline.

In early 2009, Idaho Governor Otter issued an order that all the assessment programs, specifically all assessments to meet federal requirements, be reassigned from the Office of the Idaho State Board (Board) of Education to the Idaho State Department of Education (Department). The Legislature agreed and a transition period was agreed upon and over a period of several months some Board staff members were moved to the Department and other staff were newly hired to oversee the assessment division. During this transition, the State of Idaho missed the deadline for requesting an extension of the graduation rate calculation requirement.

The authority and oversight for the Idaho Accountability Workbook and graduation rate calculation was previously under the Office of the State Board of Education and not under the Department's purview. As of July 1, 2009, when the Assessment Program transitioned to the Department, the Department became responsible for these elements. In September 2009, the Department received the Peer Review Guidance document for the Graduation Rate Calculation. Upon receipt of that document, assessment staff at the Department began preparing the peer review documentation. In the research to answer all applicable questions, Department staff discovered this critical deadline had been missed. The Idaho State Department of Education is now requesting this extension.

As stated in the non-regulatory guidance section F, Idaho is submitting a timeline (Attachment A) addressing the planned steps to report the four-year cohort graduation rate and evidence demonstrating why Idaho is unable to meet the 2011-2012 AYP graduation rate reporting deadline.



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As a state, Idaho has made tremendous efforts to implement a data system to collect individual level student data at the state level. Detailed in a report by the Idaho Office of Performance Evaluations, Idaho is estimated to have spent over \$2.2 million and the J.A. and Kathryn Albertson Foundation, a private foundation, is estimated to have spent \$23 million on a failed ISIMS longitudinal data project.¹ ISIMS was intended to provide the state with a unique ID system and the ability to track students in a way that would provide the individual student-level data needed for graduation rate calculations. After the project failed, however, Idaho was left in December 2004 with sustaining the current aggregate data collection procedures. Specifically, in the 2007 Data Quality Campaign/NCEA Survey of State P-12 Data Collection Issues Related to Longitudinal Analysis², the only essential element met by Idaho was the collection of individual dropout data.

Despite the tremendous monetary and momentum set back in 2004, Idaho has renewed its efforts to create a Statewide Longitudinal Data System. Idaho was awarded a Longitudinal Data System grant from the U.S. Department of Education in May 2009. This \$5.9 million grant will support development until 2012. In addition, Idaho is submitting an application for a second Longitudinal Data System grant from the U.S. Department of Education this month. The Idaho Legislature also committed \$2.5 million and one additional position to the Department for fiscal year 2009 for data management improvement activities. In fiscal year 2010, the Department again received funding for one full-time position to support the Longitudinal Data System strategies. In the same year, the Department realigned its Information Technology mission, focusing more of its internal resources on the goals of the Longitudinal Data System. For fiscal year 2011, the Department has requested additional state funds for a full-time position and ongoing operating costs.

Besides simply creating the Longitudinal Data System, the State of Idaho also recognized a need for all LEAs to have reliable and high-speed access to networked tools and resources. In 2008, the Idaho Legislature formed the Idaho Education Network (IEN) to address this need.³ More than \$30 million in funding has been allocated for this program over a three-year period. The sources of funding include the State of Idaho, e-rate funds, and grant funds from private foundations. Over the next three years, every Idaho public high school will be connected to IEN.

Prior to the May 2009 grant, Idaho has not been able to track individual student data, including graduation data or transfers, except through district annual uploads of data. The state gathers individual dropout data, assessment data, migrant data, and individual teacher assignments. Otherwise, all collections are of aggregate data. The collections are independent with little to no

¹ Idaho Office of Performance Evaluation, "Idaho Student Information Management System (ISIMS)--Lessons for Future Technology Projects," <http://www.legislature.idaho.gov/ope/publications/reports/r0602.pdf>.

² Data Quality Campaign, <http://www.dataqualitycampaign.org>

³ Idaho House Bill No. 543, <http://www3.state.id.us/oasis/2008/H0543.html>



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ability for cross-connection because of the lack of a unique ID system. This leads to significant duplication and increased burden on LEAs, as well as inconsistency among data collections.

In January 2010, Idaho will pilot the first phase of the Longitudinal Data System with 10 LEAs. The state will now be able to begin the collection of the data necessary to calculate the four-year adjusted cohort graduation rate. In August 2010, all LEAs will be integrated into the Longitudinal Data System and use a unique student ID. As with any statewide deployment of a system, we anticipate numerous issues will need to be addressed during this time. Therefore, Idaho is proposing in the attached timeline to use the collected, student-level data in 2010-2011 to calculate the first year of the four-year adjusted cohort graduation rate using the formula as defined in 34 C.F.R. §200.19(b). However, as outlined in the guidance, it will take an additional two years (until 2013) to report graduation rates in AYP calculations for high schools with grades 10-12 and an additional three years (until 2014) to report for high schools with grades 9-12.

Attached you will find Idaho's timeline for implementation of the three- and four-year graduation rates. As provided in the guidance, Idaho will use a three-year cohort graduation rate for those high schools in the state which do not include grade 9, but will calculate the state graduation rate using the four-year extended graduation rate.

Idaho will also report a five-year extended graduation rate once that data is available. As noted in the timeline, in 2014 the three- and four-year graduation rates will be the only rates used for AYP. Idaho wished to use the five-year option to include students who graduate in late summer and students who graduate after five years of high school. Idaho has consistently included students who graduate in five years in the state graduation rate statistics. Under Idaho Code 33-2002, schools are responsible for providing education and the opportunity to graduate to students who received special education services. Furthermore, to only count the students who graduate in four years would reduce the overall state graduation rate by 3% and for alternative high schools designed for at-risk students up to 33%. Of those IDEA students who did graduate in 2007-2008, 5% of the IDEA graduates took longer than four years to graduate. In the general population, 1.5% took longer than four years to complete. On average the special education population in the state of Idaho is 10% of the total enrollment.



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In the interim, until the three- and four-year rates can be used for AYP determinations, Idaho is requesting to use its current formula, the National Center for Education Statistics (NCES) formula, outlined in the Idaho Accountability Workbook. We are requesting this consideration in order to put the full focus on deploying and implementing the Statewide Longitudinal Data System and calculating the required graduation rate formula.

Thank you for considering our delayed request given the changes in authority and oversight over the assessment programs. Please contact me directly at (208) 332-6815 or trluna@sde.idaho.gov or contact Deputy Superintendent of Assessment Dr. Carissa Miller at (208) 332-6901 or cmiller@sde.idaho.gov if there is additional information or clarification needed for this request. We look forward to working with the U.S. Department of Education in implementation of the required elements.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Luna", with a long horizontal flourish extending to the right.

Tom Luna
Superintendent of Public Instruction

cc: Dr. Vicki Robinson, U.S. Department of Education
Dr. Carissa Miller, Idaho State Department of Education



STATE DEPARTMENT OF EDUCATION

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TOM LUNA
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Attachment A
Idaho Timeline for Implementation of Extended
Cohort-Based Graduation Rate Calculations

Completion Dates	Task
January 2010	Implementation of a pilot in 10 Districts of the Statewide Longitudinal Data System allowing for tracking of individual students across schools, districts and within the state.
September 2010	Implementation of the Statewide Longitudinal Data System in all Idaho school districts.
August 2010	Demographic information for each student is also populated to allow for graduation rate reporting by subgroups (LEP, special education, race and ethnicity, etc.)
July 2011	Calculations for Cohort 1 (9 th graders 2010-2011 or 10 th graders in 2010-2011 in High Schools without grade 9) are calculated.
July 2012	Calculations for Cohort 1 are calculated for second year. Begin calculations for Cohort 2.
March 2013	Set new graduation targets for the three- and four-year graduation rate calculations. ⁴
July 2013	Calculations for Cohort 1 are calculated for third year. Begin calculations for Cohort 3.
July 2013	AYP determinations are made for all high schools that do not include grade 9 using a three-year cohort graduation rate calculation.
July 2014	Calculations for Cohort 1 are calculated for fourth year. Begin calculations for Cohort 4.
July 2014	AYP determinations are made for all high schools using a four-year or three-year graduation rate calculation.
October 2015	Calculations for Cohort 1 are calculated for any student graduating in five years.
July 2015	AYP determinations are made for all high schools using a four-year or three-year graduation rate calculation.
July 2015	In addition, AYP graduation rate determinations are made for all high schools using the five-year extended cohort graduation rate calculations or the four-year extended cohort graduation rate calculation for high schools that do not have grade 9. Idaho will use separate annual targets for the four-year and five-year extended graduation rate as outlined in section D-4 of the non-regulatory guidance.

⁴ Idaho's current graduation rate is 90% or an improvement over the previous year. This rate was set based on graduation rate data accounting for lagged and 5-year graduation rates. The calculation of a three- and four-year rate will decrease the graduation rate for most high schools. Therefore the graduation rate targets will be reset when Idaho has two years of cohort data with the new three- and four-year graduation calculations.

Idaho Overall LEP and Special Education
2009 Science Accommodation Rates by Grade

Grade 5	Science	LEP	%	SPE	%
	No Accommodations	748	57.5	484	24.2
	Accommodations	554	42.5	1514	75.8
Total Count		1302	100	1998	100
Grade 7	Science	LEP	%	SPE	%
	No Accommodations	730	64.0	452	26.6
	Accommodations	411	36.0	1248	73.4
Total Count		1141	100	1700	100
Grade 10	Science	LEP	%	SPE	%
	No Accommodations	597	61.1	423	28.9
	Accommodations	380	38.9	1039	71.1
Total Count		977	100	1462	100

Idaho LEP and Special Education
2009 Science Accommodation Rates
by Grade and Accommodation Type

Grade 5	Science	LEP	%	SPE	%
	Student Count	1302			1998
Audio Online	501	38.5		1297	64.9
Braille with Audio CD	0	0		2	0.1
Large Print with Audio CD	2	0.2		29	1.5
Paper	0	0		1	0.1
Paper with Audio CD	0	0		2	0.1
Word-for-Word Dictionary	37	2.8		0	0
Any Other Accommodations	253	19.4		732	36.6

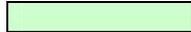
Grade 7	Science	LEP	%	SPE	%
	Student Count	1141			1700
Audio Online	390	34.2		1061	62.4
Braille with Audio CD	0	0		1	0.1
Large Print with Audio CD	0	0		2	0.1
Paper	0	0		0	0
Paper with Audio CD	0	0		5	0.3
Word-for-Word Dictionary	69	6.0		5	0.3
Any Other Accommodations	137	12.0		649	38.2

Grade 10	Science	LEP	%	SPE	%
	Student Count	977			1462
Audio Online	318	32.5		838	57.3
Braille with Audio CD	0	0		1	0.1
Large Print	0	0		3	0.2
Large Print with Audio CD	0	0		2	0.1
Paper with Audio CD	0	0		1	0.1
Word-for-Word Dictionary	91	9.3		6	0.4
Any Other Accommodations	151	15.5		508	34.7

*Percentages may not equal 100 because some students may have been given more than one type of accommodation.

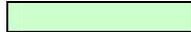
*Other Accommodations category includes any accommodations given that are not specifically tracked as detailed here.

Student Enrollment File Layout

 Fields highlighted in green are REQUIRED fields.
 Text highlighted in yellow has been UPDATED.

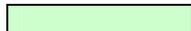
Column	Field ¹	Description	Values/ Format	Max Length
A	District Number	<ul style="list-style-type: none"> The number assigned to identify the district. This number is unique within the state. 	001 thru 999	3
B	School Number	<ul style="list-style-type: none"> The number assigned to identify the building. This number is unique within the district. 	001 thru 999	3
C	State Student ID	<ul style="list-style-type: none"> The ID assigned to the student by the state. This ID is unique within the state. 	Numeric Only	9
D	Local Student ID	<ul style="list-style-type: none"> The ID assigned to the student by the district. This ID is unique within the district. 	Alpha/Numeric	15
E	District Enrollment Date	<ul style="list-style-type: none"> The date the student enrolled in the district. 	<p>Year must be 1900 or later.</p> <p>Formats accepted include: <MMMM D, YYYY> <YYYY-MM-DD> <M/D/YYYY> <MM/DD/YY> <YYYY-MMM-DD> <M-D-Y> <MMM-DD-YYYY> <DD-MMM-YYYY> <DD-MMM-YY> <MMM-DD-YY> <YYYYMMDD> <YYMMDD></p>	
F	School Enrollment Date	<ul style="list-style-type: none"> The date the student enrolled in the school. 	<p>Year must be 1900 or later.</p> <p>Formats accepted include: <MMMM D, YYYY> <YYYY-MM-DD> <M/D/YYYY> <MM/DD/YY> <YYYY-MMM-DD> <M-D-Y> <MMM-DD-YYYY> <DD-MMM-YYYY> <DD-MMM-YY> <MMM-DD-YY> <YYYYMMDD> <YYMMDD></p>	
G	Student Last Name		Alpha	20
H	Student First Name		Alpha	20
I	Student Middle Initial		Alpha	1
J	Student Date of Birth		<p>Year must be 1900 or later.</p> <p>Formats accepted include: <MMMM D, YYYY> <YYYY-MM-DD> <M/D/YYYY> <MM/DD/YY> <YYYY-MMM-DD> <M-D-Y> <MMM-DD-YYYY> <DD-MMM-YYYY> <DD-MMM-YY> <MMM-DD-YY> <YYYYMMDD> <YYMMDD></p>	
K	Student Gender		<p>M = Male F = Female</p>	1
L	Student Grade		<p>PK = Pre-Kindergarten/Preschool KG = Kindergarten 01 thru 13 = Grade 01 thru Grade 13 14 = Postsecondary 99 = Other</p>	2

Student Enrollment File Layout

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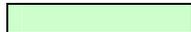
Column	Field ¹	Description	Values/ Format	Max Length
M	Student Ethnicity Code		01 = American Indian or Alaskan Native 02 = Asian 03 = Black/African American 04 = Native Hawaiian or Other Pacific Islander 05 = White 06 = Hispanic or Latino 07 = Other/Unknown	2
Teachers and Classes				
N	Reading Teacher ID	<ul style="list-style-type: none"> An alpha/numeric code to uniquely identify a teacher. 		25
O	Reading Teacher	<ul style="list-style-type: none"> A free-form text field to identify the student's teacher. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 15 characters for reporting purposes.	15
P	Reading Class Description	<ul style="list-style-type: none"> A free-form text field to identify the class in which to report the student. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 35 characters for reporting purposes.	35
Q	Mathematics Teacher ID	<ul style="list-style-type: none"> An alpha/numeric code to uniquely identify a teacher. 		25
R	Mathematics Teacher	<ul style="list-style-type: none"> A free-form text field to identify the student's teacher. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 15 characters for reporting purposes.	15
S	Mathematics Class Description	<ul style="list-style-type: none"> A free-form text field to identify the class in which to report the student. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 35 characters for reporting purposes.	35
T	Language Usage Teacher ID	<ul style="list-style-type: none"> An alpha/numeric code to uniquely identify a teacher. 		25
U	Language Usage Teacher	<ul style="list-style-type: none"> A free-form text field to identify the student's teacher. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 15 characters for reporting purposes.	15
V	Language Usage Class Description	<ul style="list-style-type: none"> A free-form text field to identify the class in which to report the student. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 35 characters for reporting purposes.	35
W	Science Teacher ID	<ul style="list-style-type: none"> An alpha/numeric code to uniquely identify a teacher. 		25
X	Science Teacher	<ul style="list-style-type: none"> A free-form text field to identify the student's teacher. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 15 characters for reporting purposes.	15
Y	Science Class Description	<ul style="list-style-type: none"> A free-form text field to identify the class in which to report the student. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 35 characters for reporting purposes.	35

Student Enrollment File Layout

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 Text highlighted in yellow has been UPDATED.

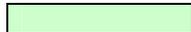
Alternate Assessment Flags				
Z	Reading AA	AAR	Y = Student takes the Alternate Assessment in Reading. N/<blank> = Student takes the ISAT in Reading.	1
AA	Mathematics AA	AAM	Y = Student takes the Alternate Assessment in Mathematics. N/<blank> = Student takes the ISAT in Mathematics.	1
AB	Language Usage AA	AAL	Y = Student takes the Alternate Assessment in Language Usage. N/<blank> = Student takes the ISAT in Language Usage.	1
AC	Science AA	AAS	Y = Student takes the Alternate Assessment in Science. N/<blank> = Student takes the ISAT in Science.	1
Accommodation Codes				
Reading (ACR)				
AD	Reading Accommodation 1	<ul style="list-style-type: none"> The type of form to be used by the student as an accommodation. 	P = Paper L = Large Print B = Braille N/<blank> = None	1
AE	Reading Accommodation 2	<ul style="list-style-type: none"> Types of accommodations include setting, administration and presentation, scheduling, response, and Assistive Technology (AT). 	Y = Student uses an accommodation <u>other than</u> those listed in the Reading Accommodation 1 field. N/<blank> = Student does not use an accommodation or only uses an accommodation listed in the Reading Accommodation 1 field.	1
AF	Reading Accommodation 3	<ul style="list-style-type: none"> Word-for-word dictionary for Limited English Proficient (LEP) students with an English Learning Plan (ELP) only 	Y = Student uses a word-for-word dictionary in Reading. N/<blank> = Student does not use a word-for-word dictionary in Reading.	1
AG	Reading Adaptation	<ul style="list-style-type: none"> Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. 	Y = Student uses an adaptation in Reading. N/<blank> = Student does not use an adaptation in Reading.	1
Mathematics (ACM)				
AH	Mathematics Accommodation 1	<ul style="list-style-type: none"> The type of form to be used by the student as an accommodation. 	A = Audio Online P = Paper L = Large Print B = Braille R = Paper with Audio CD T = Large Print with Audio CD E = Braille with Audio CD N/<blank> = None	1

Student Enrollment File Layout

 Fields highlighted in green are REQUIRED fields.
 Text highlighted in yellow has been UPDATED.

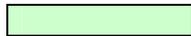
AI	Mathematics Accommodation 2	<ul style="list-style-type: none"> Types of accommodations include setting, administration and presentation, scheduling, response, and Assistive Technology (AT). 	<p>Y = Student uses an accommodation <u>other than</u> those listed in the Mathematics Accommodation 1 field. N/<blank> = Student does not use an accommodation or only uses an accommodation listed in the Mathematics Accommodation 1 field.</p>	1
AJ	Mathematics Accommodation 3	<ul style="list-style-type: none"> Word-for-word dictionary for Limited English Proficient (LEP) students with an English Learning Plan (ELP) only 	<p>Y = Student uses a word-for-word dictionary in Mathematics. N/<blank> = Student does not use a word-for-word dictionary in Mathematics.</p>	1
AK	Mathematics Adaptation	<ul style="list-style-type: none"> Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. 	<p>Y = Student uses an adaptation in Mathematics. N/<blank> = Student does not use an adaptation in Mathematics.</p>	1
Language Usage (ACL)				
AL	Language Usage Accommodation 1	<ul style="list-style-type: none"> The type of form to be used by the student as an accommodation. 	<p>A = Audio Online P = Paper L = Large Print B = Braille R = Paper with Audio CD T = Large Print with Audio CD E = Braille with Audio CD N/<blank> = None</p>	1
AM	Language Usage Accommodation 2	<ul style="list-style-type: none"> Types of accommodations include setting, administration and presentation, scheduling, response, and Assistive Technology (AT). 	<p>Y = Student uses an accommodation <u>other than</u> those listed in the Language Usage Accommodation 1 field. N/<blank> = Student does not use an accommodation or only uses an accommodation listed in the Language Usage Accommodation 1 field.</p>	1
AN	Language Usage Accommodation 3	<ul style="list-style-type: none"> Word-for-word dictionary for Limited English Proficient (LEP) students with an English Learning Plan (ELP) only 	<p>Y = Student uses a word-for-word dictionary in Language Usage. N/<blank> = Student does not use a word-for-word dictionary in Language Usage.</p>	1
AO	Language Usage Adaptation	<ul style="list-style-type: none"> Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. 	<p>Y = Student uses an adaptation in Language Usage. N/<blank> = Student does not use an adaptation in Language Usage.</p>	1

Student Enrollment File Layout

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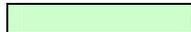
Science (ACS)				
AP	Science Accommodation 1	<ul style="list-style-type: none"> The type of form to be used by the student as an accommodation. 	A = Audio Online P = Paper L = Large Print B = Braille R = Paper with Audio CD T = Large Print with Audio CD E = Braille with Audio CD N/<blank> = None	1
AQ	Science Accommodation 2	<ul style="list-style-type: none"> Types of accommodations include setting, administration and presentation, scheduling, response, and Assistive Technology (AT). 	Y = Student uses an accommodation <u>other than</u> those listed in the Science Accommodation 1 field. N/<blank> = Student does not use an accommodation or only uses an accommodation listed in the Science Accommodation 1 field.	1
AR	Science Accommodation 3	<ul style="list-style-type: none"> Word-for-word dictionary for Limited English Proficient (LEP) students with an English Learning Plan (ELP) only 	Y = Student uses a word-for-word dictionary in Science. N/<blank> = Student does not use a word-for-word dictionary in Science.	1
AS	Science Adaptation	<ul style="list-style-type: none"> Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. 	Y = Student uses an adaptation in Science. N/<blank> = Student does not use an adaptation in Science.	1
Special Program Flags / Status				
AT	Economically Disadvantaged	FRL	Y = The student is Economically Disadvantaged. N/<blank> = The student is not Economically Disadvantaged.	1
AU	Gifted and Talented	GAT	Y = The student is in a Gifted and Talented program. N/<blank> = The student is not in a Gifted and Talented program.	1
AV	Homelessness	HML	Y = The student is Homeless. N/<blank> = The student is not Homeless.	1
AW	Private School Student		Y = The student is enrolled in a Private School. N/<blank> = The student is not enrolled in a Private School.	1

Student Enrollment File Layout

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AX	Limited English Proficient	LEP	LE = LEP - Limited English Proficient L1 = LEP1 - In the first year of U.S. school X1 = LEPX1 - Exited first year X2 = LEPX2 - Exited second year N/<blank> = Not LEP	2
AY	Migrant	MIG	Y = The student is Migrant. N/<blank> = The student is not Migrant.	1
AZ	Neglected or Delinquent	NOD	Y = The student is Neglected or Delinquent. N/<blank> = The student is not Neglected or Delinquent.	1
BA	Professional Technical Education	PTE Concentrator	Y = PTE Concentrator = The student has completed three (3) or more semesters of a professional-technical program sequence: OR, who has completed all the courses (if less than three semesters) offered in an occupational area; OR, who is enrolled in a state approved professional-technical school. N/<blank> = The student is not in a PTE program.	1
BB	Special Education Status	SPE	SE = SPE - Special Education X1 = SPEX1 - Special Education – Exited first year X2 = SPEX2 - Special Education – Exited second year N/<blank> = Not Special Education	2
BC	Title I A.	TIA	Y = The student is part of the Title I A. program. N/<blank> = The student is not part of the Title I A. program.	1
BD	504 Plan	504	Y = The student is on a 504 Plan. N/<blank> = The student is not on a 504 Plan.	1
Home School Flags (HMS)				
BE	Reading Home School		Y = The student is home schooled in Reading. N/<blank> = The student is not home schooled in Reading.	1
BF	Mathematics Home School		Y = The student is home schooled in Mathematics. N/<blank> = The student is not home schooled in Mathematics.	1
BG	Language Usage Home School		Y = The student is home schooled in Language Usage. N/<blank> = The student is not home schooled in Language Usage.	1
BH	Science Home School		Y = The student is home schooled in Science. N/<blank> = The student is not home schooled in Science.	1

Student Enrollment File Layout

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 Text highlighted in yellow has been UPDATED.

Exited Flags				
BI	Reading Exited		Y = The student has exited the district for Reading. N/<blank> = The student has not exited the district for Reading.	1
BJ	Mathematics Exited		Y = The student has exited the district for Mathematics. N/<blank> = The student has not exited the district for Mathematics.	1
BK	Language Usage Exited		Y = The student has exited the district for Language Usage. N/<blank> = The student has not exited the district for Language Usage.	1
BL	Science Exited		Y = The student has exited the district for Science. N/<blank> = The student has not exited the district for Science.	1

NOTE: ¹ "Field" names are to be used on the Enrollment File exactly as shown here.

ACCOMMODATIONS POLICY FOR INCLUSION OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS IN THE IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

This document provides the guidance on:

I. Determining Which Students Should Take Which Assessment.....	1
II. Defining Accommodations Allowable to LEP Students.....	3
III. Convening the Decision-Making Team to Assign Accommodations to LEP Students.....	4
IV. Steps for Assigning Accommodations to LEP Students.....	4
V. Additional Reminders about Assigning Accommodations.....	11

This document includes a number of embedded hyperlinks in the electronic copy.

I. Determining Which Students Should Take Which Assessment

An LEP student in Idaho is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*.

An LEP student is classified as one:

- a. who is aged 3 through 21 who is enrolled or preparing to enroll in an elementary school or secondary school;
 - b. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - c. (i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant
OR
(ii.) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II.) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency;
OR
(iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
AND
 - d. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i.) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; OR
 - (iii.) the opportunity to participate fully in society.
- [P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

The following guidelines will be used to determine how the LEP student will participate in statewide assessments.

1. Regular Assessment without Accommodations

The district LEP team determines and documents in the LEP Educational Learning Plan (ELP) that a student can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations. This would most likely be the LEP students who have recently exited the program and who are on monitoring status (LEPX1–first year exited and monitored and LEPX2- second year exited and monitored); however these students

are still eligible for accommodations, if necessary.

2. Regular Assessment with Accommodations that do not Invalidate the Test Results

a. Federal Regulations

Federal provisions for inclusion and accommodation of LEP students are found in the 1965 Elementary and Secondary Education Act (ESEA). These provisions were first presented in The Improving America's Schools Act (IASA) and then updated in The No Child Left Behind (NCLB) Act. IASA stipulated that states "provide for . . . the inclusion of *limited English proficient students* who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students' mastery of skills in subjects other than English" (U.S. Congress, 1994, Section 1111 [b][3][F][iii]). NCLB supports the same schema, adding the clarification that LEP students should be eligible for other assessments "until such students have achieved English language proficiency" (U.S. Congress, 1994, Sec. 1111 ([b][3][C][ix][III]).

Under Title I of the ESEA, States must include LEP students in their assessments of academic achievement in reading/language arts, mathematics and science, and must provide LEP students with appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what LEP students know and can do in the academic content areas until they have achieved English language proficiency (U.S. Department of Education, 2006, p. 3).

b. Idaho Code for inclusion of LEP students in Statewide Assessments.08.02.03.111.04.c.:

Limited English Proficient (LEP) students, as defined in Subsection 112.03.d.iv., who receive a score below the fluent level on the Idaho English Language Assessment and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take the IELA in lieu of the reading/language usage ISAT, but will still be required to take the math and science ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.03. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in Subsection 112.02. (5-8-09)

c. Reminders

- Recently arrived LEP students who have attended schools in the U.S. for less than 12 months (LEP1) may be exempt from one administration of the ISAT/Reading.
- All LEP students must take the ISAT/Mathematics and Science assessments. Math scores for recently arrived LEP1 students are excluded from one cycle of Adequate Yearly Progress (AYP) determinations.
- Exited and monitored LEP students (LEPX1 and LEPX2) are allowed to use accommodations on state assessments during the two-year monitoring period, if necessary.

- The flexibility and LEP accommodations for the ISAT do not apply to the Idaho English Language Assessment (IELA). All LEP students, grades K-12, must take the IELA annually, regardless of time in a US school.
- These accommodations may or may not be applicable for the DMA, DWA and IRI. Please contact the DMA, DWA and IRI coordinators at the State Department of Education if there are questions regarding accommodations for these tests.

3. ISAT- ALT (Idaho Standards Achievement Test - Alternate Assessment)

The district LEP team in conjunction with the IEP Team must find that the student meets all of the criteria listed below to determine if the LEP student is eligible to participate in the ISAT – ALT and not the regular district or statewide assessments. The LEP student must be eligible for special education and have a current IEP that is reviewed annually.

- a. The student’s demonstrated cognitive ability and adaptive behavior prevents completion of the general academic curriculum even with program modifications;
- b. The student’s course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.

Students are **not** to be included in the ISAT – ALT for any of the following reasons:

- a. The only determining factor is that the student is in an LEP Program;
- b. The student is academically behind because of excessive absences or lack of instruction; or
- c. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

If the LEP and IEP teams determine that the student meets the criteria for participation in the ISAT – ALT and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment, as outlined in the student learning plan and IEP.

II. Defining Accommodations Allowable for LEP Students

LEP students are to be included in all district and statewide assessments. Appropriate accommodations must be provided where necessary according to [Idaho Code](#) and [federal guidance](#). Accommodations for LEP students involve changes to testing procedures, testing materials or the testing situations in order to allow students meaningful participation in an assessment. Effective accommodations for LEP students address the unique linguistic and socio-cultural needs of the students without altering the construct. Accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores. (To learn more about accommodations for LEP students, [click here](#).)

School LEP teams and district LEP coordinators must ensure that the accommodations that are used by LEP students in state assessments are also used regularly for instruction and classroom testing. They must be the same or accommodate the same skill as the support provided to the student to complete classroom assignments and assessment activities. (i.e. reading aloud to a student in the classroom would be the audio on the assessment).

Allowable accommodations for testing are listed below in section IV, beginning on page 5. Only those accommodations that are listed and that are included in a student's Educational Learning Plan (ELP) may be considered on a statewide assessment. **A sample ELP can be found [here](#).** Any accommodation beyond what is listed below is an *adaptation* and *adaptations invalidate the test results*. If adaptations are used, the student is deemed not proficient and will not be counted towards participation.

III. Convening the Decision-Making Team to Assign Accommodations to LEP Students

Decisions about accommodations should not be made by an individual. The school/district team will determine:

- a. How the LEP student will participate in state assessments – e.g., (1) in regular assessments with accommodations, (2) without accommodations or (3) in the ISAT - ALT (if the student is also eligible for special education and meets the ISAT - ALT criteria).
- b. Which accommodations are appropriate for use by the student, document the process, and communicate this information to the classroom teacher and test coordinator/administrator.

Members of the team might include:

- Teachers of LEP students and general educators involved in supporting the student
- School/district test coordinator
- District LEP Coordinator
- School administrator

Documentation Requirements:

Accommodations for LEP students must be based on the individual needs of each student. Throughout the school year, instructional strategies should be documented in a student's Educational Learning Plan (ELP) by the student's teacher(s). The decision making team can refer to the ELP when assigning and documenting accommodations to the student for the statewide assessment. All LEP students who are given accommodations must have an [ELP](#) on file.

IV. Steps for Assigning Accommodations to LEP Students

This section begins with a brief overview of the accommodations allowed on the ISAT mapped by language proficiency level, followed by a recommended set of steps for matching the accommodations based on specific LEP student characteristics.

Students with Beginning and Advanced Beginning English Language Proficiency

LEP students at the lowest levels of English language proficiency tend to experience the greatest need of accommodations but are the least able to use them. In general, the use of oral supports is recommended over written accommodations in English, but cautioned that most of these would not be expected to produce much of an effect for the lowest proficiency levels.

Students with Intermediate English Language Proficiency

Because LEP students at the intermediate level of English language proficiency have usually developed some literacy in English, these students are expected to benefit from a wider variety of both written and oral accommodation options. Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background characteristics of the student as well as the literacy demands of the test. Similar to LEP students with beginning language proficiency levels, the existing research suggests that at the intermediate level, *native language accommodations* are considered more useful than English language accommodations.

Students with Early Fluent and Fluent English Language Proficiency/Monitored LEP students

For students at the early fluent and fluent proficiency levels and LEP students on monitoring status (i.e., LEPX1 and LEPX2), the need for most kinds of accommodations is expected to decrease. However, dictionaries are considered useful for these students. English language dictionaries (word-to-word) are considered appropriate for most groups at the advanced level and dual language dictionaries (word-to-word) are recommended for advanced students who are literate in the native language and who have received instruction in the native language. Experts note that students at the advanced language proficiency level typically have enough English that they would not need oral translation of directions.

Table 1: Overview of Accommodations Allowed on the ISAT

ACCOMMODATIONS (*) Accommodations/Accommodated versions that are tracked on the ISAT	Reference Code	Content Area of ISAT	Recommended English Language Proficiency Level of LEP Student	When would this accommodation be appropriate?
Direct Linguistic Support - Oral				
Provide audio version of ISAT*	1.1	All but Reading	-Beginning -Advanced Beginning -Intermediate	Students' listening skills in English are higher than reading skills. This should not be a blanket accommodation for all LEP students, as it may not help some.
Provide oral/audio recorded test directions in native language	1.2	All but Reading	-Beginning -Advanced Beginning -Intermediate	Student has very low level of English language proficiency and can understand orally in native language. Only overall directions may be given to the student in their native language, however, this accommodation can help to reduce anxiety regarding test taking.
<i>Clarify test directions in English</i>	NA	NA		<i>This is already provided for all students so is not considered an accommodation.</i>
Clarify test directions in native language	2.2	All	-Beginning -Advanced Beginning -Intermediate	Student has lower level of English language proficiency and needs more clarification regarding the test administration.
Direct Linguistic Support - Written				
<i>Provide written test directions in English</i>	NA	NA		<i>This is already provided for all students so is not considered an accommodation.</i>
Provide written test directions in Native Language	3.2	All	-Beginning -Advanced Beginning	Student has lower level of English language proficiency and is literate in native language.

ACCOMMODATIONS (*) Accommodations/Accommodated versions that are tracked on the ISAT	Reference Code	Content Area of ISAT	Recommended English Language Proficiency Level of LEP Student	When would this accommodation be appropriate?
Provide district approved English word-to-word dictionary *	4.1	All	-Intermediate -Early Fluent -Fluent	Student must be at the higher level of English proficiency to use a word to word dictionary. Must understand how to use dictionaries. Not appropriate for a beginning level student.
Provide district approved bilingual word-to-word dictionary *	4.2	All	-Intermediate -Early Fluent -Fluent	Student has lower level of English proficiency, but high native language proficiency. Must understand how to use dictionaries. Optional for students at the Beginning level if literate in their native language.
Indirect Linguistic Support				
Reactivation of Assessment *	5	All	-Beginning -Advanced Beginning -Intermediate -Early Fluent -Fluent	Extended time is usually paired with using a word-to-word dictionary. As the ISAT is not timed, this accommodation is listed here reactivation purposes. *Overnight reactivations must be pre-approved by the ISAT Program Coordinator.
Test Administration Practices*	6		-Beginning -Advanced Beginning -Intermediate -Early Fluent -Fluent	On the day of the assessment, test administrators may need to adjust the timing, scheduling, or setting of the assessment based on the individual needs of the LEP student, scheduling needs of the school, or requirements associated with specific accommodations. Test administration practices for LEP students include: <ul style="list-style-type: none"> • Administer test in a location with minimal distraction

ACCOMMODATIONS (*) Accommodations/Accommodated versions that are tracked on the ISAT	Reference Code	Content Area of ISAT	Recommended English Language Proficiency Level of LEP Student	When would this accommodation be appropriate?
				<ul style="list-style-type: none"> • Administer test in small group or individually • Preferential seating • Multiple or frequent breaks • Early administration of the assessment (i.e. in the morning) • Prompt the student to stay focused on the test, move ahead, or read the entire item • Allow the student to read questions out loud in order to stay focused

A Five Step Process for Assigning Appropriate Accommodations to LEP Students

Research indicates that LEP Students with assigned accommodations matched to their linguistic and cultural needs scored higher than (a) LEP Students with “incomplete” accommodations – i.e., assignment done without matching accommodations to LEP-responsive criteria. LEP Students with assigned accommodations matched to their linguistic and cultural needs and (b) LEP Students who were not assigned any accommodations at all (Kopriva, Emick, Hipolito-Delgado, & Cameron, 2007). Appropriate accommodation support allows LEP students to more accurately demonstrate their knowledge of the content being assessed.

When assigning accommodations to LEP students, the LEP student committee should ask the student’s teacher(s) for formative assessment data and student test scores (if applicable) so that it can best match instructional interventions and assessment accommodations to student needs. Use the following procedure and data sources to inform this decision.

- Step 1:** Consider the LEP student’s level of language proficiency in English and the native language; and then the language in which instruction is delivered to the student.
- Step 2:** Consider other specific LEP student background characteristics.
- Step 3:** Consider whether the student has had prior experience using this accommodation in classroom instruction and assessment which measure the same construct.
- Step 4:** Consider procedures for administering the accommodation.
- Step 5:** Check your work and fill out the Educational Learning Plan (ELP).

* Throughout this section, please refer to Tables 1 and 2. Both tables represent the allowed testing accommodations mapped by language proficiency and by administration directions.

Step 1. Consider the LEP student’s level of language proficiency in English and the native language; and then the language in which instruction is delivered to the student.

- a. Refer to the student’s English language proficiency (ELP) level score on the Idaho English Language Assessment (IELA). The *IELA* performance levels are as follows:

IELA English Language Proficiency Levels	
Level 1	Beginning
Level 2	Advanced Beginning
Level 3	Intermediate
Level 4	Early Fluent
Level 5	Fluent

For more information about the annual IELA, see <http://www.sde.idaho.gov/site/assessment/>

- b. Gather information on the student’s level of native language literacy (if possible) and content area instruction in the native language.
 - i. Is the student receiving content area instruction in the native language? If so, research suggests that native language accommodations such as written translated directions or a bilingual word-to-word dictionary are helpful.
[See Francis, Lesaux, Kieffer, & Rivera (2006), available at: <http://www.centeroninstruction.org/files/ELL3-Assessments.pdf> for more information.]
 - ii. If native language instruction is not available for the student, consider whether accommodations offered in the native language might support the student’s access to the content in English. For example, a student who can read proficiently in his or her native language is more likely to benefit from the provision of a bilingual word-to-word dictionary during instruction and assessment given in English than a student who has limited native language reading skills.
[See Acosta, Rivera, & Shafer Willner (2008), available at <http://ells.ceee.gwu.edu/> for additional information.]

Step 2. Consider other specific LEP student background characteristics.

In addition to English proficiency, native language proficiency and language of content area instruction, the list of accommodations allowed for the student may need to be refined based on the additional unique characteristics of the student.

The following is a list of possible characteristics to consider along with sample questions which might be asked.

1. Time in the U.S.:

What is the length of time a student has been in an academic environment in which English was the primary language of instruction?

Consideration: Would the student benefit from additional support with test directions due to lack of familiarity with standardized testing?

2. Student’s academic capacity:

What is the student's current academic achievement and test performance?

- What is the student's level of literacy in English? Academic English language proficiency is a major factor in the assessment of content knowledge.
- What is the student's level of literacy in the native language?
- Is the student's oral proficiency in English or the native language stronger than the student's written proficiency?
- What are some teacher observations regarding the student's academic capacity?

Consideration: Would the student benefit from an oral accommodation (the audio version or oral test directions)?

3. Prior education:

Has the student's education been interrupted? Students with interrupted formal education (SIFE) tend to have low literacy skills in both native language and English. As a result, oral accommodations in the native language are considered more useful than written accommodations for these students.

Consideration: Would the student benefit from an oral accommodation, such as translation of the overall directions in the student's native language?

4. Age/maturity :

Is the student young (early elementary) and less likely to have developed strong literacy skills in either English or the native language?

Consideration: Would an emphasis on oral accommodations be more appropriate?

Is the student older and perhaps likely to refuse accommodations due to the embarrassment of receiving additional support in front of classmates?

Consideration: Would the student benefit from testing in a separate setting?

5. Socio-cultural background:

Is the student at a beginning level of English language proficiency and literate in a non-alphabetic script such as Chinese or Russian? Where is the student coming from? A refugee camp, a developed country, educated parents?

Consideration: Would an emphasis on oral accommodations be more appropriate?

6. Student's affective needs:

Has this student demonstrated anxiety about the assessment? Will it be difficult to facilitate the test administration to the student?

Consideration: Would administering the test in special settings, with specialized personnel, in small groups, or individually be helpful for increasing the students' level of comfort?

Step 3. Consider whether the student has had prior experience using this accommodation in classroom instruction and assessment (which measure the same construct as the state assessment).

Instructional and assessment strategies which allow LEP students to more efficiently use linguistic resources to access curriculum or the content of the assessment should be used, not only during specialized English instruction, but also during content area instruction and assessment to ensure that LEP students have the tools and scaffolding necessary to access content.

Guidance for Initial Selection of Accommodation(s) for Classroom Use

- a. What (new or currently-used) accommodation(s) increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the linguistic load?
- b. What accommodation(s) is/are regularly used by the student during classroom instruction and assessment?
- c. What are the results for assignments and assessments when accommodation(s) are used (or not used)?
- d. What difficulties did the student experience in using the accommodation(s)?
- e. What is the student's perception of how well the accommodation(s) "worked?"
- f. What are the perceptions of parents, teachers, & specialists about how the accommodation(s) worked?
- g. Should the student use accommodation(s) or are changes needed?
- h. Are there effective combinations of accommodation(s)?

Ongoing Evaluation of Accommodation(s) Used by Student in the Classroom:

- a. Is the student willing to learn to use the accommodation(s)?
- b. Are there opportunities for the student to learn how to use the accommodation(s) in classroom settings?

Be sure that:

- (a) the student is being offered differentiated support in classroom instruction and assessments,
- (b) the student is offered *appropriate* accommodations which do not provide them with undue support with the construct being assessed, and
- (c) the day of the assessment is not the first time the student encounters the accommodation.

Step 4. Consider procedures for administering the accommodation(s).

- Please refer to the next 2 sections: V and VI
- Are there any implementation requirements for the accommodation(s) which might preclude its selection for use by the student in this school?

Step 5. Check your work and fill out the Educational Learning Plan (ELP) with Appropriate Accommodations

- a. Will the accommodation(s) assigned to this student enable the student to show what he/she really knows? If yes, then allow the accommodation(s) to be used.
- b. Will the accommodation(s) change what the test is trying to measure? If yes, then do not allow the accommodation(s) to be used.
- c. Make sure you fill out an Educational Learning Plan ([ELP](#)) for each student that is to receive an accommodation.

V. Additional Reminders about Assigning Accommodations

The following provides information on:

- (1) Accommodations which are not allowable with the ISAT (e.g., modifications/adaptations),
- (2) LEP students who have IEPs, and
- (3) The provision of accommodations with the Idaho English Language Assessment (IELA).

1) Reminder about adaptations (which are NOT allowable)

Modifications, or adaptations, invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation.

Examples of modifications/adaptations:

- Clarifying, translating, or reading **test items**
- Reading a *Reading* test to a student
- Answering questions about **test items** any time during the test, even without giving the answers
- Defining words for the student
- Using dictionaries that provide definitions
- Translating the entire test into student's native language
- Allowing the student to complete the IELA, DWA or DMA in a language other than English

- 2) If the LEP student also qualifies as Special Education, please refer to the accommodations documented on the student's IEP as well as providing the appropriate linguistic accommodations listed in this policy.
- 3) Unless the LEP student has an IEP or 504 plan on file, that student will not receive accommodations on the Idaho English Language Assessment (IELA), as it is a measure of the English language ability of an LEP student. Appropriate accommodations for the IELA are listed in the IELA Test Coordinator Manual.

VI. Administration Directions for Accommodations Allowed for LEP Students

Each school must determine the accommodations for each individual student according to his/her needs. Accommodations with an asterisk (*) must be marked on the ISAT student enrollment form and are tracked across the state.

Specific administrative directions associated with each accommodation in this policy are found in the following table.

Table 2: Detailed Administration Directions for Each LEP Responsive Accommodation

	Reference Code	English	Special Instructions Prior to the Assessment	Ref Code	Native Language	Special Instructions Prior to the Assessment
Direct Linguistic Support - ORAL	1	Provide Audio				
	ACC 1.1	<p>Provide audio version of assessment.*</p> <p>This accommodation replaces human readers to read and audio devices to record/play back test components. This accommodation is</p>	<p>Students who need the audio version of the ISAT must be identified prior to the assessment.</p>	ACC 1.2	<p>Provide oral/audio-recorded test directions in native language.</p> <p>This accommodation is not administered through the testing vendor for the ISAT; rather each district would provide oral</p>	<p>Teacher must be fluent in the native language, as determined by the district, to provide oral directions or to audio record. This accommodation</p>

		administered through the testing vendor for the ISAT. Students must have headphones. This accommodation is not available for the Reading ISAT.			assistance or audio taped for test directions. Translations of overall directions must be done by personnel who have native language proficiency.	is not for test item directions, just overall directions.
	2	Provide Oral Clarification				
				ACC 2.2	Clarify/explain test directions in native language. Clarification of test <u>items</u> is considered an adaptation. This accommodation is to clarify overall test directions only and should be based on individual student need.	Teacher must be fluent in the native language, as determined by the district, to clarify test directions.
	3	Provide Written Clarification				
				ACC 3.2	Provide written test directions in native language. This accommodation is to clarify overall test directions only and should be based on individual student need.	Translated test directions must be standardized across the district.
	4	Provide Reference Materials				
	ACC 4.1	Provide district approved English word-to-word dictionary. * The word-to-word dictionary may not define words and may be electronic or paperback.	Each district should standardize the dictionaries allowed for classroom and testing purposes. Please refer to the State approved dictionary	ACC 4.2	Provide district approved bilingual word-to-word dictionary.* The word-to-word dictionary may not define words and may be electronic or paperback.	Each district should standardize the dictionaries allowed for classroom and testing purposes. Please refer to the State approved dictionary list.
Direct Linguistic Support - WRITTEN						

			list.			
Indirect Linguistic Support	5	Provide Extended Time				
	ACC 5	Reactivation of Assessment *	Reactivations within the same school day are allowed at the discretion of the building test coordinator or principal. Overnight reactivations must be pre-approved by the ISAT Program Manager at the State Department of Education. A reactivation will only be approved for an LEP student if extended time is in their Educational Learning Plans (ELPs).			
	6	Provide Test Administration Practices				
	ACC 6	Test administration practices*	<p>Test administration practices are not specific to LEP students' linguistic needs; however they may be essential for the LEP student to help with test anxiety, or lack of familiarity with testing. These test administration practices for LEP students will be locally determined by the school test coordinator and they should be consistent across the school site.</p> <ul style="list-style-type: none"> • Administer test in a location with minimal distraction • Administer test in small group • Administer test individually • Preferential seating • Face student during test administration • Multiple or frequent breaks • Early administration of the assessment (i.e. in the morning) • Prompt the student to stay focused on the test, move ahead, or read the entire item • Allow the student to read questions out loud in order to stay focused 			

If you have any questions or comments regarding accommodations and adaptations for LEP students, please contact the ISAT Coordinator at the State Department of Education:

Scott Cook
Idaho Standards Achievement Test (ISAT) Coordinator
208-332-6976
scook@sde.idaho.gov

OR

Wendy St. Michell
Idaho English Language Assessment (IELA) Coordinator
208-332-6842
wstmichell@sde.idaho.gov

Appendix A
Directions for the Test Administrator from the School LEP Accommodations Decision Making Team

- The school LEP accommodations decision making team should complete columns A and B of this document; the test administrator should complete columns C and D.
- Please return this form to the school’s test coordinator. The test coordinator will then ensure that the form is placed in the students’ files after the completion of the assessment.
- This form may be modified and/or photocopied. Districts may also use this as a sample to create their own document.

Dear Test Administrator,

Our school team which determines accommodations for LEP students has concluded that the LEP students to whom you are administering the ISAT on _____ are allowed to use the following accommodations. During the test, you may provide the following accommodations for the students listed:

A	B	C	D
Student Name(s)	Accommodation(s) Allowed by Decision-Making Committee	Accommodation(s) Provided During Assessment	Test Administrator Comments

**Student
General File Review Checklist
2009-2010**

Please refer to the [Directions for Use training resources](#) for more guidance on each item.

Reviewed by _____

District _____ School _____

Name of Student (Last, First): _____

Date of Birth _____ Grade _____

Category of Eligibility _____ LEP? Yes No

Student's Primary language _____

Current Eligibility Report Date _____

Previous Annual IEP Date _____ Current Annual IEP Date _____

Secondary Transition Student Yes No Preschool Student Yes No

It is not necessary to go back more than 3 years for any items or dates.

	Item	Yes	No	NA	Comments
1.	Access Log has required components and is maintained in file.				
2.	If most recent eligibility report is an initial, pre-referral interventions were conducted & documented prior to referral to consider special education.				
3.	Written Notice or Parental Consent for Assessment was obtained prior to administrating assessments or evaluation on initial evaluation. Documentation of consent OR reasonable attempts and input sought is present for 3-year re-evaluation. OR Documentation of written notice for a reevaluation consisting <u>only</u> of a review of existing new data.				
4.	The student was evaluated in all areas of concern identified through the pre-referral and referral process.				
5.	Eligibility was determined by a team (all required participants), including the parent.				
6.	Each of the state eligibility criteria were met for the specific disability category.				
7.	If the student's Native Language (first language or home language) is not English: A) a language proficiency score was obtained				
	B) appropriate assessments were selected based on the student's level of proficiency.				
8.	Eligibility Report appropriately addresses adverse effect.				
9.	Eligibility Report appropriately addresses need for specially designed instruction.				

10.	There is evidence that a comprehensive evaluation was conducted.				
11.	IEP start date is within 60 days of consent for initial evaluation.				
12.	IEP documentation identifies that the IEP team included all required team members. For preschool-age students, the general education teacher may be the kindergarten teacher or an appropriate designee. Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher if that person meets state and/or national licensing standards.				
13.	IEP includes appropriate Present Levels of Performance (PLOP).				
14.	IEP includes appropriate Goals.				
15.	IEP includes a statement about Progress Reports.				
16.	The IEP includes a description of the special education and related services being provided to the student including: a description, the location, the duration of the session, the frequency of sessions, and the start date and end date.				
17.	Services show a direct relationship to other components of the IEP.				
18.	IEP lists accommodations/adaptations to be used in the general education classroom for daily work or classroom testing.				
19.	Participation is addressed for each individual statewide assessment with specific accommodations listed for each separate test which are same or nearly the same as those used in the classroom.				
20.	When applicable, ESY is addressed as a consideration and services are identified in the IEP.				
21.	The IEP team has explained the extent, if any, to which a student will not participate in general education and has provided a justification statement for that placement decision.				
22.	When behavior is a concern it is addressed in the IEP. (positive behavior interventions or strategies, goals, or an attached BIP)				
23.	Written Notice				
	A) was given to the parent when required and B) includes an explanation for all required components.				

If you identified this student as either a Secondary Transition Student or a Preschool Student please fill out the relevant additional form with items specific to those areas.

Individual Student
IEP General File Review Checklist
Directions for Use
2009-2010

	Item	Explanation of Item
1.	Access log used in file.	<p>Area: Parent Involvement Topic: Confidentiality</p> <p>The access log is present in the file and signed by those accessing the file. Record of access must include the name of the party obtaining access, the date the access was given, and the purpose for which the party is authorized to use the records.</p> <p style="text-align: right;">Chapter 11 Section 5B:3 pg 176 CFR 300.614 Record of Access</p>
2.	If most recent eligibility report is an initial, pre-referral interventions were conducted & documented prior to referral to consider special education.	<p>Area: Evaluation and Eligibility Topic: Pre-referral</p> <p>This is not a state form but a district should have in place pre-referral process and policies and documentation, especially in regards to a Specific Learning Disability.</p> <p>Documentation often includes:</p> <ul style="list-style-type: none"> • Concerns and baseline data • Various evaluation procedures • Assessed student work represented in a scatter plots, CBM, etc. • Appropriate peer reviewed interventions corresponding to concerns • For preschool children, participation in age appropriate activities represented in observations, parental report, etc. • Results of intervention over a period of time • Future recommendations <p style="text-align: right;">Chapter 3 Section 3B pg 23-25 CFR 300.306 Determination of Eligibility CFR 300.311 Specific Documentation for the Eligibility Determination (SLD)</p>
3.	<p>Written Notice or Parental Consent for Assessment was obtained prior to administrating assessments or evaluation on initial evaluation.</p> <p>Documentation of consent OR reasonable attempts and input sought is present for 3-year re-evaluation. OR</p> <p>Documentation of written notice for a reevaluation consisting only of a review of existing new data.</p>	<p>Area: Parent Involvement Topic: Informed Consent</p> <p>This documentation is within the Consent for Assessment Form 350a and 350c. It should be dated and signed prior to the assessment(s) or evaluation(s) being conducted.</p> <p>If consent for reevaluation was not obtained sufficient documentation of reasonable attempts and input sought is evident.</p> <p style="text-align: right;">Chapter 4 Section 3 pg 32-36 CFR 300.300 Parental Consent</p>

<p>4.</p>	<p>The student was evaluated in all areas of concern identified through the pre-referral and referral process.</p>	<p>Area: Evaluation and Eligibility Topic: Evaluation</p> <p>Evaluation documentation for the areas of concern is in the Eligibility Report 380b:2A.</p> <p>The child should be assessed in all areas related to the suspected disability, including if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. If an area of concern was identified throughout the referral process it should be evaluated to determine if it is a determining factor in eligibility or a need in terms of services.</p> <p>Additional evaluations can also be made available in an attached supplemental written report, BUT must then be referenced AND attached to the Eligibility Report as the source of explanation.</p> <p>In the documentation there should be a direct correlation of areas of concern across all of the following forms:</p> <ul style="list-style-type: none"> • Referral to Consider Special Education Form 330a:1D • Referral to Consider Special Education Form 330b:3 • Consent for Assessment 350b • Eligibility Report 380b:2A <i>(If the parent has identified a concern, how that concern has been addressed should be documented here)</i> <p style="text-align: right;">Chapter 4 Section 5A pg 37 CFR 300.304 Evaluation Procedures</p>
<p>5.</p>	<p>Eligibility was determined by a team (all required participants), including the parent.</p>	<p>Area: Evaluation and Eligibility Topic: Evaluation</p> <p>This information is documented on the first page of the Eligibility Report Form 380a.</p> <p>A group of qualified professionals and the parent of the child determine whether the child is a child with a disability. This is often the IEP team which includes but is not limited to: the parent, special education teacher, general education teacher, trained and knowledgeable personnel who can administer and interpret the instructional implications of evaluation results, and an LEA representative.</p> <p>Additional membership requirements for LD include the general education teacher (or if child does not have general education teacher a classroom teacher qualified to teach a child of his or her age) and at least one person to conduct individual diagnostic examinations of children such as a school psychologist, speech-language pathologist or remedial reading teacher.</p> <p style="text-align: right;">Chapter 4 Section 1 pg 30 CFR 300.306 Determination of Eligibility CFR 300.304 Evaluation Procedures CFR 300.308 Additional Group Members CFR 300.321 IEP Team</p>

<p>6.</p>	<p>Each of the state eligibility criteria were met for the specific disability category.</p>	<p>Area: Evaluation and Eligibility Topic: Eligibility</p> <p>The Eligibility Report appropriately satisfies the specific required components needed for the appropriate eligibility category as defined by the Idaho Special Education Manual 2007.</p> <p>This information is documented within the Eligibility Report Form 380c:3 “Eligibility determination”.</p> <p>The <i>Idaho Special Education Manual 2007</i> Chapter 4 Section 7 contains definitions and the eligibility criteria for each specific disability that must be used to determine whether an individual qualifies as a student with a disability in need of special education. After completing steps of the eligibility process, the Eligibility Report should address each required criteria listed in the manual.</p> <p>The eligibility criteria are one of the three prongs (1. eligibility criteria 2. adverse affect 3. need for specially designed instruction) that must be met to determine eligibility.</p> <p style="text-align: right;">Chapter 4 Section 2B pg 31 “Evaluation Components” Chapter 4 Section 7 pg 44-63 CFR 300.306 Determination of Eligibility CFR 300.8 Child with a Disability</p>
<p>7.</p>	<p>If the student’s Native Language (first language or home language)is not English:</p> <p>A) a language proficiency score was obtained</p> <p>B) appropriate assessments were selected based on the student’s level of proficiency.</p>	<p>Area: Evaluation and Eligibility Topic: Eligibility</p> <p>The Eligibility Report identifies and addresses the impact of limited English proficiency (when appropriate)on eligibility and the progress in the general education curriculum.</p> <p>Documentation of this is shown within the following forms:</p> <ul style="list-style-type: none"> • Referral to Consider Special Education Form 330a:2A&B • Eligibility Report Form 380c:C <p>On an IEP, documentation of this is shown within the following form:</p> <ul style="list-style-type: none"> • IEP Form 410a under Native Language <p>A student is identified as Limited English Proficiency through established district policies. Identification and documentation of a student’s Native Language would be found on most forms that include demographic information. If English has been incorrectly marked on school forms, consult with ESL teacher regarding verification of home language.</p> <p style="text-align: right;">Chapter 4 Section 5C & D pg 38-40 Appendix 4B CFR 300.306 Determination of Eligibility</p>

8.	Eligibility Report appropriately addresses adverse effect.	<p>Area: Evaluation and Eligibility Topic: Eligibility</p> <p>The adverse effect is the second of the three prongs of eligibility. The Eligibility Report appropriately addresses the adverse affect of the disability on the student’s educational performance, including the student’s performance in the educational setting and progress in the general education curriculum.</p> <p>This statement is documented within the Eligibility Report Form 380C:3 “Adverse Effect on Educational Performance”.</p> <p>To fully address the adverse effect on educational performance, this statement should include a consideration of all facets of the student’s disability that have a harmful or unfavorable influence on the student’s academic or daily life activities.</p> <p style="text-align: right;">Chapter 4 Section 7 pg 44 CFR 300.8 Child with a Disability</p>
9.	Eligibility Report appropriately addresses need for specially designed instruction.	<p>Area: Evaluation and Eligibility Topic: Eligibility</p> <p>The Eligibility Report appropriately addresses the need for specially designed instruction in order to access the general curriculum.</p> <p>This statement is documented within the Eligibility Report Form 380C:3 “Need for Specially Designed Instruction”.</p> <p>To fully address the need for specially designed instruction, this statement should include a clarification of what adapted content, methodology, or delivery of instruction is needed to ensure access to the general curriculum and to address the unique needs of the student that result from the student’s disability.</p> <p style="text-align: right;">Chapter 4 Section 7 pg 45 CFR 300.306 Determination of Eligibility</p>

<p>10.</p>	<p>There is evidence that a comprehensive evaluation was conducted.</p>	<p>Area: Evaluation and Eligibility Topic: Eligibility</p> <p>A comprehensive evaluation means gathering enough information to provide a complete (full) picture of the student (individual) and their strengths and needs. This means the team:</p> <ul style="list-style-type: none"> • Assesses the child in all areas related to the suspected disability, including if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. • Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information • Completes an evaluation that is sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. • Uses assessment tools and strategies that provide relevant information that directly assists in determining the educational needs of the student <p>Components of a comprehensive evaluation would include documentation of the following:</p> <ul style="list-style-type: none"> • All areas of concern being addressed • Multiple forms of assessment and data (observations, standardized assessments, classroom assessments and performance, etc.) • Use of existing data • Input from various team members • Data gathered over a period of time <p style="text-align: right;">Chapter 4 Section 2 pg 30 CFR 300.304 Evaluation Procedures CFR 300.306 Determination of Eligibility</p>
<p>11.</p>	<p>IEP start date is within 60 days of consent for initial evaluation.</p>	<p>Area: FAPE in the LRE Topic: IEP Timelines</p> <p>If this is the initial evaluation, the IEP meeting occurs within 60 calendar days of obtained written consent for evaluation</p> <p>Documentation of this is shown on the:</p> <ul style="list-style-type: none"> • Consent for Assessment Form 350c • IEP Form 410a “Document date” <p>Compare the dated signature by the parent on the consent form and the start date of the IEP.</p> <p style="text-align: right;">Chapter 5 Section 1C:1 pg 74 CFR 300.301 Initial Evaluations</p>

<p>12.</p>	<p>IEP documentation identifies that the IEP team included all required team members. For preschool-age students, the general education teacher may be the kindergarten teacher or an appropriate designee. Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher if that person meets state and/or national licensing standards.</p>	<p>Area: FAPE in the LRE Topic: IEP Team Members</p> <p>All required members were in attendance at the IEP meeting (if not in attendance documentation of input and signed written agreement of excusal)</p> <p>Documentation of this is within the IEP Form 410a “IEP Team Member Information”.</p> <p>This includes but is not limited to: the parent, (student if applicable), special education teacher, general education teacher, and an LEA representative.</p> <p>If members are excused through a written agreement with the district and the parent, documentation should be attached to the IEP.</p> <p>Documentation is done using the Parent or Adult Student and District Agreements Form 550.</p> <p>For pre-school age students, check Form 410 to see if a general education representative was in attendance at the meeting. Kindergarten teacher, a child care provider, Head Start teacher, or private preschool teacher.</p> <p style="text-align: right;">Chapter 5 Section 1D pg 75-78 CFR 300.321 IEP Team</p>
<p>13.</p>	<p>IEP includes appropriate Present Levels of Performance (PLOP).</p>	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>This statement can be found within the IEP Form 410b:1 & 2</p> <p>An appropriate PLOP is a statement that addresses an area of need and includes how a student’s disability affects involvement and progress in the general education curriculum.</p> <p>A PLOP</p> <ul style="list-style-type: none"> • is written in objective and measurable terms • shows a direct relationship to the other components of the IEP • provides a starting point for goals • references Idaho Content Standards. <p style="text-align: right;">Chapter 5 Section 2C pg 81 CFR 300.320 Definition of Individualized Education Program</p>

14.	IEP includes appropriate Goals.	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>This statement can be found within the IEP Form 410b:3 & 4.</p> <p>Appropriate Goals are:</p> <ul style="list-style-type: none"> • measurable including the behavior, performance criteria, and evaluation procedure • reasonable for a student to accomplish within the time period covered by the IEP • written to enable student to be involved in and progress in the general education curriculum • directly related to the area of need, the PLOP, and services <p style="text-align: right;">Chapter 5 Section 2C pg 81 CFR 300.320 Definition of Individualized Education Program</p>
15.	IEP includes a statement about Progress Reports.	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>This statement can be found within the IEP Form 410b:6.</p> <p>This statement should include both how the progress will be measured and how and when it will be reported to the parent.</p> <p>Documentation should also be present that indicates that the parent is receiving meaningful communication of the progress a student is making towards their annual goals.</p> <p style="text-align: right;">Chapter 5 Section 2D pg 82 CFR 300.320 Definition of Individualized Education Program</p>
16.	The IEP includes a description of the special education and related services being provided to the student including: a description, the location, the duration of the session, the frequency of sessions, and the start date and end date	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>Documentation of services and other considerations focused on supporting individual need are seen in IEP Form 410c:1.</p> <p>Each student's IEP shall describe the special education and related services, based on peer-reviewed research to the extent practicable, which will be provided to or on behalf of the student. Special education includes specially designed instruction to meet the unique needs of the student.</p> <p>The term related services refers to transportation and such developmental, corrective and other supportive services required to assist a student with a disability to benefit from special education.</p> <p style="text-align: right;">Chapter 5 Section 2F pg 84 CFR 300.320 Definition of Individualized Education Program</p>

<p>17.</p>	<p>Services show a direct relationship to other components of the IEP</p>	<p>Area: FAPE in the LRE Topic: Delivery of Service</p> <p>Documentation of services and other considerations focused on supporting individual need are seen on:</p> <ul style="list-style-type: none"> • IEP Form 410c:1 & 2 “IEP Services” and “Other Considerations” • IEP Form 410d and e “IEP Accommodations” and “Behavioral Intervention Planning” <p>The thread of individual need should be woven throughout the entire special education process, beginning with eligibility and then supported within the IEP services. There should be an explicit connection between the PLOP, the Goals, and the Services. If an area of concern is identified and documented then a service relating to that area (or a consideration of that service) should be documented within the IEP.</p> <p>Evidence of this connection should be seen across the:</p> <ul style="list-style-type: none"> • Referral to Consider Form 330 a/b • Areas assessed-Consent for Assessment Form 350b • Results from assessments-Eligibility Report 380 b:A • Present level of performance-IEP Form 410B • Goal-IEP Form 410B • Services-IEP Form 410C • Accommodations and adaptations-IEP Form 410D • Other Consideration-IEP Form 410C <p style="text-align: right;">Chapter 5 CFR 300.304 Evaluation Procedures CFR 300.320 Definition of Individualized Education Program CFR 300.324 Development, Review, and Revision of IEP</p>
<p>18.</p>	<p>IEP lists accommodations/adaptations to be used in the general education classroom for daily work or classroom testing.</p>	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>The accommodations and/or adaptations are documented in the IEP on Form 410d:1.</p> <p>Documentation should list only the accommodations and/or adaptations determined necessary by the team for the student to access the general curriculum and should be related to the areas of need that have been identified in the PLOP and Goals.</p> <p style="text-align: right;">Chapter 5 Section 2F pg 85 CFR 300.320 Definition of Individualized Education Program</p>

19.	<p>Participation is addressed for each individual statewide assessment with specific accommodations listed for each separate test which are same or nearly the same as those used in the classroom.</p>	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>The accommodations and/or adaptations are documented in the IEP on Form 410d:2.</p> <p>Each content area needs to be addressed. Accommodations should be as same or nearly the same as those used in the classroom.</p> <p style="text-align: right;">Chapter 5 Section 2G pg 91 CFR 300.320 Definition of Individualized Education Program</p>
20.	<p>When applicable, ESY is addressed as a consideration and services are identified in the IEP.</p>	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>The documentation for this item is in the IEP Form 410c:2:B.</p> <p>The term “extended school year services” means special education and/or related services that are provided beyond the regular school year in order to assist students in the maintenance or emergence of specific IEP goals. The district shall provide extended school year services for students with disabilities that qualify.</p> <p>The IEP team shall consider the following in the consideration of ESY services:</p> <ul style="list-style-type: none"> • Emerging Skill • Regression-Recoupment • Self-Sufficiency • Team decision based on data <p>If a student qualifies for ESY, services should be documented in the IEP.</p> <p style="text-align: right;">Chapter 5 Section 2F.4 pg 87 CFR 300.106 Extended School Year Services</p>
21.	<p>The IEP team has explained the extent, if any, to which a student will not participate in general education and has provided a justification statement for that placement decision.</p>	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>The documentation for this item is in the IEP Form 410f:1.</p> <p>Documentation should indicate that:</p> <ul style="list-style-type: none"> • In selecting the LRE, consideration is give to any potential harmful effect on the child or on the quality of services that he or she needs; and • A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. <p style="text-align: right;">Chapter 5 Section 2H pg 93 CFR 300.320 Definition of Individualized Education Program CFR 300.116 Placements</p>

22.	<p>When behavior is a concern it is addressed in the IEP. (positive behavior interventions or strategies, goals, or an attached BIP)</p>	<p>Area: FAPE in the LRE Topic: IEP Content</p> <p>If behavior is a concern then Yes should be marked in the IEP Form 410e:3.</p> <p>Behavior is considered a concern if seen <i>throughout</i> the documentation:</p> <ul style="list-style-type: none"> • This could be the eligibility report, previous IEPs, meeting notes, correspondence, parent concerns, classroom observations, etc. <p>If Yes is marked then behavior should be addressed by specific positive behavior interventions or strategies OR goals in the IEP OR a BIP is attached to the IEP.</p> <p style="text-align: right;">Chapter 5 Section 2F:6a pg 90 CFR 300.324 Development, Review, and Revision of IEP</p>
23.	<p>Written Notice</p> <p>A) was given to the parent when required and</p> <p>B) includes an explanation for all required components.</p>	<p>Area: Parent Involvement Topic: Written Notice</p> <p>Written notice was given to the parent/adult student before a district proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the student, or the provision of FAPE for the student.</p> <p>Written Notice should be specific to the actions being proposed or rejected for the relevant process and should include:</p> <ol style="list-style-type: none"> 1. description of action proposed or refused 2. explanation of why action was refused or proposed 3. a description of options considered 4. the reasons options were rejected 5. a description of information used as basis 6. any other relevant factors <p>The Written Notice Form is Form 320. It is also embedded in both the Consent for Assessment Form 350a and the IEP Form 410g:3.</p> <p style="text-align: right;">Chapter 5 Section 2L pg 96 Chapter 11 Section 4 pg 172-174 CFR 300.503 Prior Notice by the Public Agency; Content of Notice</p>

General Education Teacher

School _____ District # _____ Interviewer _____

Date _____ Person being interviewed _____

Ref.	Question	Comments
2.4.A	1. Describe the pre-referral process in your building.	
4.1.A-B	2. Describe your level of participation in the IEP process.	
4.1.B	3. How do you know if a student is on an IEP and what services are to be provided in your class?	
4.3.A-G	4. Describe the relationship between IEP goals and the general education curriculum.	
4.3.C	5. How are standards being implemented in your building?	
4.3.I	6. Describe the accommodations or adaptations that you have made in instruction, curriculum or assessment for students with disabilities in your classroom.	
	7. Have you received training on any of the following topics? A. _____ IEP process B. _____ Evaluation and eligibility C. _____ Alternative assessment D. _____ Transition services E. _____ Positive behavioral supports F. _____ Suspension and expulsion G. _____ Results Based Model H. _____ Section 504 I. _____ Other _____	
4.2.B	8. What role do you play in the development of a behavior plan for a student with a disability who is in your class?	
	9. Is there anything else that you would like to tell me or ask me?	
	10. If you had all the power and resources necessary, what would you change about special education practices in your building?	

Special Education Teacher

School _____ District # _____ Interviewer _____

Date _____ Person being interviewed _____

Ref.	Question	Comments
	1. What is your current assignment and caseload?	
2.4	2. Describe the pre-referral process in your building and your role in the process.	
3.1	3. Describe the process for determining eligibility for special education in your building.	
4.3.A-G	4. Describe the relationship between IEP goals and the general education curriculum and state or district standards.	
4.3.I	5. How does a student qualify for ESY services? How many of your students received ESY last summer?	
4.3.I	6. How does the IEP team consider assistive technology, language or Braille needs for students? Who monitors students hearing aides?	
4.3.F	7. What is the process used to determine a student's participation in state and district-wide assessments, including eligibility to participate in the Idaho Alternate Assessment?	
4.1.A	8. For IEP team meetings you have attended, what personnel have had the authority to allocate resources?	
4.3.C	9. How do you monitor and report student progress towards IEP goals? How do you inform the parent of the progress the student is making toward his or her IEP goals?	
6.1	What procedures are used to exit a student from special education?	

Ref.	Question	Comments
Secondary Teacher		
4.3.H	10. Describe the process you use for assessing, planning and implementing transition for students. What is the student's role in this process?	
6.2	11. What services are available in the district for students with disabilities ages 18-21 who have not met graduation requirements? What are your students typically doing after graduation?	
Preschool Teacher		
5.2.B	12. To what extent do preschool children with disabilities participate in activities with other nondisabled children their age?	
3.5.A	14. Describe what considerations are given when assessing you children from diverse cultures or who have limited English.	
Regarding Interagency Agreements		
2.2.A	15. For students you serve, describe the local interagency agreement including services, resources and policies. -Part C to Part B services -High School to Adult environments -Children's Mental Health -Other What is your role?	
For All		
	16. During the past three years, have you received training on any of the following topics? a. _____ IEP process b. _____ Evaluation and eligibility c. _____ Alternative assessment d. _____ Transition services e. _____ Positive behavioral supports f. _____ Suspension and expulsion g. _____ Results Based Model h. _____ Section 504 i. _____ Other _____	
	17. Is there anything else that you would like to tell me or ask me?	
	18. If you had all the power and resources necessary, what would you change about special education practices in your building?	

Idaho State Department of Education
Special Education Personnel Survey

Exhibit H

2008-2009

This is a survey for personnel working with students receiving special education services. Your responses will help guide efforts to improve those services and results for children and families. For each statement below, please select one of the response choices; strongly disagree, disagree, agree, strongly agree, or don't know. **In responding to each statement, think about your experiences with special education over the past school year. Mark Don't Know for any question that you feel does not apply to you.**

<i>Color in the circle under the heading that corresponds to your opinion.</i>	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't Know (0)
1. The building I work in has a structure in place to provide appropriate general education interventions and early intervening services for all students.	<input type="radio"/>				
2. I have access to curriculum and support to work successfully with students receiving special education.	<input type="radio"/>				
3. I am aware of the referral process for my building and I feel comfortable using that process.	<input type="radio"/>				
4. The evaluation process in my building is a team process that involves the parent.	<input type="radio"/>				
5. The evaluation process in my building is a comprehensive process involving information from various sources and assessments.	<input type="radio"/>				
6. If I am involved with implementing a student's IEP I am aware of the goals, needed accommodations/adaptations, and if applicable, behavior intervention plans for that student.	<input checked="" type="radio"/>				
7. Our building completes a review of the IEP for <i>each</i> student receiving special education services <i>annually</i> to address progress on goals and address the student's anticipated needs.	<input type="radio"/>				
8. The personnel in our building deliver services for students receiving special education based on individual student need and in a manner that is consistent with the services outlined in the IEP.	<input type="radio"/>				
9. Each IEP meeting includes a discussion about the least restrictive environment for that student and how services will be delivered.	<input type="radio"/>				
10. The district takes steps to ensure that students eligible for special education have the same array of educational services and choices available to all students in the district.	<input type="radio"/>				
11. Our building implements positive behavior interventions and supports.	<input type="radio"/>				
12. Our building implements appropriate discipline procedures for students eligible for special education.	<input type="radio"/>				

<i>Color in the circle under the heading that corresponds to your opinion.</i>	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't Know (0)
13. The district and/or building provide adequate training for personnel around special education policy and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Personnel with access to confidential records have received training regarding district and federal confidentiality requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. There is a supervision plan in place for personnel working with students in special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The district implements appropriate graduation policies and practices for students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Student IEPs are in place and services are provided at the start of the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Attendance at the IEP meetings in our building includes all required participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Parents of students receiving special education services are encouraged by all our staff to participate in the special education process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Our district makes available a variety of current and valid assessment tools for the appropriate evaluation of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Our district has procedures in place to ensure that parents receive informed written consent and communication in their native language when applicable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The use of personnel and resources within our district ensures that special education students receive appropriate services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The general education and special education personnel successfully collaborate to provide appropriate services for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Students are encouraged to participate in their IEP process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Overall students in our building receive appropriate special education services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Comments:

District Name: _____ **District Number:** _____

What is your position in this school?	
<input type="radio"/>	Certified Teacher
<input type="radio"/>	Certified Support Staff
<input type="radio"/>	Classified Support Staff
<input type="radio"/>	Para-Professional/Instr. Aid
<input type="radio"/>	Administrator
<input type="radio"/>	Other: (please specify)

What level of school (or students) do you primarily work with?	
<input type="radio"/>	Elementary
<input type="radio"/>	Middle School or Junior High
<input type="radio"/>	High School
<input type="radio"/>	K - 12
<input type="radio"/>	Other: (Please specify)

How long have you been at this school?	
<input type="radio"/>	Less than 1 year
<input type="radio"/>	1 to 3 years
<input type="radio"/>	4 to 8 years
<input type="radio"/>	9 to 14 years
<input type="radio"/>	15 years or more

How long have you been in education?	
<input type="radio"/>	Less than 1 year
<input type="radio"/>	1 to 3 years
<input type="radio"/>	4 to 8 years
<input type="radio"/>	9 to 14 years
<input type="radio"/>	15 years or more

Your primary department assignment? (Indicate only one)	
<input type="radio"/>	Math/Science
<input type="radio"/>	Language Arts/Social Studies
<input type="radio"/>	Electives
<input type="radio"/>	Generalist
<input type="radio"/>	Other: (Please specify)

What is your ethnicity? (optional)	
<input type="radio"/>	African-American
<input type="radio"/>	Asian/Pacific Islander
<input type="radio"/>	Hispanic (Latino/a)
<input type="radio"/>	White Caucasian
<input type="radio"/>	Other: (Please specify)

What is your gender?	
<input type="radio"/>	Male
<input type="radio"/>	Female

Idaho State Department of Education
Special Education Parent Survey

This is a survey for parents of students who have an Individual Education Program (IEP). Your responses will help guide efforts to improve those services and results for children and families. For each statement below, please select one of the response choices; strongly disagree, disagree, agree, or strongly agree. **In responding to each statement, think about your experiences with special education over the past school year.** You may skip any question that you feel does not apply to you or your child.

<i>Color in the circle under the number that corresponds to your opinion.</i>	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. School personnel are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school team sought my input and involved me as a team member in the special education process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school includes me in the development of the services that address my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school communicates with me on a regular basis about my child's progress on IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. School personnel show sensitivity to the needs of students with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. School personnel respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The school took steps to ensure that I fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My concerns and recommendations were discussed and considered, and documented in either meeting notes or the Written Notice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have been given information about organizations that offer support for parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The district offers parent training about special education issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Written documents for my child were written and/or explained in terms I understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The school has explained what options parents have available if they disagree with a decision of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Overall, school personnel encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In responding to each statement, think about your experiences with special education over the past school year. <i>Indicate whether the following occurred by coloring in the circle under the appropriate column heading.</i>		Yes	No	NA
<u>At my child's IEP meeting, we discussed the following components of the IEP:</u>				
	15. My child's present level of performance in each area of need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16. What accommodations my child might need.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
	17. The reasons my child might receive services outside of the general education classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18. How my child will participate in statewide assessments.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
	19. Whether my child qualifies for Extended School Year Services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answer "Yes" or "No" if your child is secondary transition age <i>Beginning with the IEP to be in effect when a student is 16 years old (or younger if determined appropriate by the IEP team).</i> Otherwise, mark "NA".				
	20. In preparation for my child's secondary transition IEP meeting, I was given information about options my child will have after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21. At my child's secondary transition IEP meeting, post school goals (overall goals for after high school) were developed and incorporated into the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answer "Yes" or "No" if your child participated in the Idaho Infant-Toddler Program (IFSP) within the last 2 years. Otherwise, mark "NA".				
	22. The district did everything they could to make my child's transition from Infant- Toddler services to the district services a smooth transition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What do you like best about your child's special education program?

24. What would you like to see improved about your child's special education program?

25. Do you have any suggestions on how this might be accomplished?

Demographic Information: This information is used to track the representation by eligibility category and race/ethnicity for each district.

<p>Please Choose The Student's Primary Eligibility Category As Listed on the IEP.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Autism <input type="checkbox"/> Cognitive Impairment <input type="checkbox"/> Deaf-Blindness <input type="checkbox"/> Deafness <input type="checkbox"/> Developmental Delay <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Health Impairment <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Speech or Language Impairment: Language <input type="checkbox"/> Speech or Language Impairment: Speech <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Visual Impairment Including Blindness
<p>Student's Race/Ethnicity Please Mark All Appropriate Areas</p>	<p>Part A. Is this student Hispanic/Latino? (<u>Choose only one</u>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, not Hispanic/Latino <input type="checkbox"/> Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.) The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your student's (or your) race to be." <hr/> <p>Part B. What is the student's (or your) race? (<u>Choose one or more</u>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.) <input type="checkbox"/> Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.) <input type="checkbox"/> Black or African American (A person having origins in any of the black racial groups of Africa.) <input type="checkbox"/> Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.) <input type="checkbox"/> White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)
<p>District Name:</p>	

**Idaho State Department of Education
Special Education Parent Survey**

<i>Question</i>	<i>Very Strongly Disagree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Very Strongly Agree</i>	<i>Total Responses</i>	<i>Raw Value</i>	<i>Weighted Average</i>
1. School personnel are available to speak with me.				5	2	3	10	48	4.80
2. The school team sought my input and involved me as a team member in the special education process.			1	4	3	3	11	52	4.73
3. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.		1	2	4	3	1	11	45	4.09
4. The school includes me in the development of the services that address my child's needs.			3	4	3	1	11	46	4.18
5. The school communicates with me regularly about my child's progress on IEP goals.				5	4	1	10	46	4.60
6. School personnel show sensitivity to the needs of students with disabilities and their families.				5	2	2	9	42	4.67
7. School personnel respect my cultural heritage.				4	1	5	10	51	5.10
8. The school took steps to ensure that I full understood the Procedural Safeguards.			1	2	4	3	10	49	4.90
9. My concerns and recommendations were discussed and considered, and documented in either meeting notes aor the Written Notice.		1		3	3	3	10	47	4.70
10. I have been given information about organizations that offer support for parents of students with disabilities.	1	1	3	3			8	24	3.00
11. The district offers parent training about special education issues.	1		5	1		1	8	26	3.25
12. Written documents for my child were written and/or explained in terms I understood.				4	3	3	10	49	4.90
13. The school has explained what options parents have available if they disagree with a decision of the school.			3	1	3	2	9	40	4.44
14. Overall, school personnel encourage me to participate in the decision-making process.				4	3	2	9	43	4.78

At my child's IEP meeting, we discussed the following components of the IEP:

15. My child's present level of performance in each area of need.	10 Yes		1 NA			
16. What accommodations my child might need.	9 Yes		2 NA			
17. The reasons my child might receive services outside of the general education classroom.	4 Yes	4 No	3 NA			
18. How my child will participate in statewide assessments.	8 Yes	1 No	2 NA			

19. Whether my child qualifies for Extended School Year Services.	6 Yes	4 No	1 NA			
20. In preparation for my child's secondary transition IEP meeting, I was given information about options my child will have after high school	3 Yes	1 No	6 NA			
21. At my child's secondary transition IEP meeting, post school goals were developed and incorporated into the IEP.	3 Yes	2 No	6 NA			
22. The district did everything they could to make my child's transition from Infant-Toddler services to the district services a smooth transition.	4 Yes	1 No	6 NA			

What do you like best about your child's special education program?

1. Taught organizations skills - my child found them VERY useful.
2. Things were explained better than in other states. In Idaho, our child received more individual attention because of the number of students in the Special Ed program.
3. Nothing
4. Finding out that there's more people to help here than I was aware of - Special Ed., Chapter 1, etc.
5. The progress my child has made while in this program has been great. We feel that our child could not have developed the skills that s/he did without the dedicated people involved in his/her schooling. Thank you!!!
6. They really work hard to meet my child's needs. They also involve me on everything.
7. It is a lot better this year! Having a new teacher has made a LOT of difference for my child.
8. The consistency. The same two people have been working with my child since pre-school.
9. It's building confidence in my child to be more outgoing and to try to do more things.
10. The one-on-one. If there's a problem, they'll say something to me. They make sure my child stays up to an acceptable level.

What would you like to see improved about your child's special education program?

1. Upon leaving school, our child met with adult services - suggestions were made concerning job training. Yet we were left to our own devices to find job training/summer work in the area our child was interested in. Nobody was hiring in town in any of the situations our child wanted.
2. More emphasis placed on our child's areas of difficulty, which in this case would be reading and writing.
3. There should be more ability to help students who need it, like with having specific individual teachers to help them out. Teachers just shrug my child off, and don't stop and explain when my child doesn't understand what's going on and what the teacher is expecting. They go over lots of stuff for my child, but then they don't follow through on the IEP goals. And the kids are so far behind here! I've seen kids who "graduate" out of school here who can't even read! The educational system is so screwed up here.
4. I'd like to see more progress reports from the Special Ed. program, so I can keep up with what's going on.
5. Just keep up the good work!
6. N/A

7. The last couple of years I have not been happy with the IEP meetings; the teachers would use the meeting as an opportunity to set my child up for criticism and, making my child feel like a failure, and vent about every issue they've ever had with my child, rather than discuss the IEP fundamentals that they were there for. The regular education teachers still try to do that, but his new Special Ed teacher deters them instead of allowing it to turn into a really negative experience.

8. Nothing. They've hit all the marks on that!

9. They're doing a pretty good job; my child is progressing. If anything, they should provide information about programs outside school to help my child improve his/her skills.

10. I don't really have concerns, and don't really pay attention to my child's program. I pay attention to the work coming home in his notebook, and talk to the teachers if there is a problem. But other than that, I'm not really involved with my child's schooling do to lack of time.

Do you have any suggestions on how this might be accomplished?

1. Maybe have some funds set aside to pay a small income to students while they learn the job they are interested in.

2. Instead of taking classes such as Government and Science, there should be more time spent learning basic skills.

3. Hire classroom aides, whose specific goals are to help students who don't understand what's going on and have them explain to the students what the teacher is wanting. Replace some teachers, and add aides to the classrooms. Provide more explanations to problems. Go back to educational basics, like phonics; they are just beginning to reincorporate it into some classes, but it really needs to be put through the entire school system.

4. More progress reports (besides the regularly scheduled meetings) so that we can get on top of things with our child and help our child make adjustments.

5. School personnel need to be available to talk to. Do not allow teachers to use IEP meetings as venting meetings, and instead focus and discuss the fundamentals of the IEP.

6. Provide some information about outside programs.

**Idaho State Department of Education
Special Education Personnel Survey**

<i>Question</i>	<i>Very Strongly Disagree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Very Strongly Agree</i>	<i>Don't Know</i>	<i>Total Responses</i>	<i>Raw Value</i>	<i>Average</i>
1. The building I work in has a structure in place to provide appropriate general education interventions and early intervening services for all students.	3	5	8	5	13	10	1	45	182	4.04
2. I have access to curriculum and support to work successfully with students receiving special education.	3	7	6	9	10	10	1	46	181	3.93
3. I am aware of the referral process for my building and I feel comfortable using that process.	4	6	11	5	9	10	1	46	174	3.78
4. The evaluation process in my building is a team process that involves the parent.	3	2	6	4	12	17	2	46	203	4.41
5. The evaluation process in my building is a comprehensive process involving information from various sources and assessments.	4	2	5	3	14	14	3	45	189	4.20

6. If I am involved with implementing a student's IEP, I am aware of the goals, needed accommodations/adaptations, and if applicable, behavior intervention plans for that student.	3	2	5	4	12	17	1	44	200	4.55
7. Our building completes a review of the IEP for each student receiving special education services annually to address progress on goals and address the student's anticipated needs.	3	1	4	3	7	26	1	45	220	4.89
8. The personnel in our building deliver services for students receiving special education based on individual student need and in a manner that is consistent with the services outlined in the IEP.	2	1	6	1	11	21	3	45	207	4.60
9. Each IEP meeting includes a discussion about the least restrictive environment for that student and how services will be delivered.	3	2	5	4	12	18	1	45	206	4.58
10. The district takes steps to ensure that students eligible for special education have the same array of educational services and choices available to all students in the district.	4	0	4	1	12	19	5	45	194	4.31
11. Our building implements positive behavior interventions and supports.	2	4	7	9	4	16	3	45	183	4.07

12. Our building implements appropriate discipline procedures for students eligible for special education.	3	3	4	8	8	16	3	45	189	4.20
13. The district and/or building provide adequate training for personnel around special education policy and services.	4	2	15	11	6	5	2	45	157	3.49
14. Personnel with access to confidential records have received training regarding district and federal confidentiality requirements.	2	2	9	2	8	12	10	45	153	3.40
15. There is a supervision plan in place for personnel working with students in special education.	2	1	6	3	10	13	10	45	162	3.60
16. The district implements appropriate graduation policies and practices for students with disabilities.	2	1	2	2	7	10	20	44	113	2.57
17. Student IEPs are in place and services are provided at the start of the school year.	2	3	5	6	12	11	6	45	173	3.84
18. Attendance at the IEP meetings in our building includes all required participants.	0	1	7	5	9	22	0	44	220	5.00
19. Parents of students receiving special education services are encouraged by all our staff to participate in the special education process.	3	1	4	3	6	25	3	45	209	4.64

Comments

1. Our building special educational personnel excellent in all areas of their job.
2. The special education department at Bonners Ferry high school is exceptional. Believe they are one of the best in the state, student focused and try their best to accommodate every student's individual need.
3. The personnel in our special education department are AMAZING!
4. Training for students with specific learning disabilities is not provided teachers, aides, or parents. This area is in desperate need of attention.
5. Overall our district does a fantastic job with most categories of qualified students. We are way underfunded and inadequately prepared to deal with ED or emotionally disturbed students. We are especially unprepared to deal with attachment disorder children. Our district discourages teachers from working to get these kids to learn so as to avoid more expensive solutions brought about by legal action. HELP!
6. I am continually amazed by the special education professionals in our building. They are highly organized, professional, and care deeply about our students. BRAVO!!!
7. Our demographics and other factors ie., parental support and parenting skills ability in our community increases the amount of special education students we have. We are going to the RTI model; therefore, there are changes taking place that we are in the process of implementing. Staff is working to make changes that will be the best for our students.
8. Our special education teachers are wonderful.
9. Our district doesn't provide services at all schools. They do an excellent job at the buildings that offer services but there isn't enough funding to offer services district wide.
10. There's dissatisfaction with the process of assessing students who are low functioning but do not qualify for the IAA. These students lower the ISAT scores. Also unhappy with the IAA process. The new proposals in the fall expected far too much from the teachers, who are already burdened with too much paperwork. We WANT TO WORK WITH STUDENTS, NOT BE CHAINED TO PAPERWORK!! Why is it special educators don't receive higher pay than general educators. Degrees in both require more credits to be highly qualified and certified. Why are those educators not compensated for that, along with the added workload and stress in regards to paperwork, complaints, etc. It is no wonder burnout is so high and quality sped educators are so difficult to keep!
11. Answering these questions as honestly as possible makes us wonder if it will be hurtful to us as employees.
12. The amount of paperwork now required is overwhelming. Those who teach spec ed find we are spending much more time on paper work than ever before. WE use a program that has been adopted by many districts in the state and after a recent state review, it was learned we could not use items given on this program in our IEP's. Why didn't the State Dept. review this program and fine tune it to meet what it was going to require? It seems that Spec Ed teachers are becoming experts at filling out forms but will lose contact with students. Those of us who teach stay because we care about kids. Need consistency among districts in the state so we have a clear understanding of what is expected.
13. If the amount of time that was spent on IEP's was applied to each student in the building teachers would not leave school ever! When is the top 10% going to get my time as a teacher? Where would they be if they got the same amount of mentorship?

14. More time should be spent training new assistants before they engage children. They need more understanding of the whole process, knowledge and practice of methodologies. Same need for preservice training. Excent program but does not provide all documents in foreign languages and we don't have access to transition in all possible languages we may need.

15. Am rarely informed as to which students are special ed. Must approach SpecEd teacher to learn this.

16. The special ed department works very well with all teachers

17. Problems with Special Education: Paperwork overload~same information provided twice/secondary transition plan and post secondary form creates dependent students/parents. Who's responsibility is it to meet goals/objectives; student, teacher, or parent~?????? It should be the student~with support from parent and teacher. If student chooses not to meet goal or objective it should not be rewritten for him/her to meet. Standards for students are being greatly reduced!!!!!!

18. Staff needs more training re student disabilities such as aspergers and bipolar disorder. Too many teachers are misinformed or distrusting of student's disabilities, stating things never heard of if, indeed, even a real handicap.

19. Considering the continual "flux" that seems to be part of the requirements for Special Ed., feel our Special Needs Educators do an outstanding job of providing for students.

20. There are changes in place for some of the things I put "disagree" on. Our staff at all levels does the best they can within the constraints placed upon us for all students. Our issues predominantly come from lack of staff, resources, and ultimately funding.

21. District 101 is providing an excellent program for students with special needs.

22. In my opinion the funds are not made available or are (in)adequate to maintain a proper and successful program.

Idaho Assessment Program Monitoring

- Self-Assessment Tool
- LEA Onsite Assessment Review
 - Idaho Standards Achievement Tests (ISAT)
 - Idaho Standards Achievement Tests –Alternate (ISAT-ALT)
 - Idaho English Language Assessment (IELA)

Idaho Department of Education

LEA: _____

Date of Assessment Review: _____

LEA Contact: _____ Contact info: _____

IDE Team: _____ Contact info: _____

- Districts will be notified of a monitoring visit up to 2 weeks prior to the visit
- Monitoring visits will include:
 - observation of testing
 - interviews with teachers, proctors and students
 - document review (test security agreement, etc)
 - review of individual student files (ELL Placement Test, LEP #s, etc)
 -
 -

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FOR SELF ASSESSMENTS ONLY:

I certify that to the best of my knowledge, the information contained herein is true and correct. My name below serves as my electronic signature and certification.

Superintendent's Signature

Date

Test Coordinator's Signature

Date

General Assessment Protocol – REQUIRED Monitoring of All Assessments

Indicator ID	Indicator	Examples of Supporting/Required Documentation	Compliance Status			Findings, Commendations, Comments
			Yes	No	NA	
GAP-1	All staff who have contact with the assessments and test items have signed the Test Security Agreement.	<input type="checkbox"/> Test Security Agreement signed and filed within LEA				
GAP-2	Test Proctors/Administrators have been trained and are knowledgeable about the test administration requirements.	<input type="checkbox"/> In house assessment training documentation (sign in sheets, agendas) <input type="checkbox"/> Interview with Test Proctors/Administrators <input type="checkbox"/> Interview with Test Coordinator/Principal				
GAP-3	Test Proctors/Administrators understand the process of allowing accommodations for Limited English Proficient (LEP) and Special Education Students during the assessment.	<input type="checkbox"/> Accommodation documentation for students <input type="checkbox"/> Interview with Test Proctors/Administrators <input type="checkbox"/> Interview with Test Coordinator				
GAP-4	Students who are eligible are given appropriate accommodations, which are consistent with the IEP, ELP and classroom instruction.	<input type="checkbox"/> Accommodations document (ELP, IEP, Accommodations Form) <input type="checkbox"/> Interviews with students <input type="checkbox"/> Interview with Test Coordinators and Proctors/Administrators <input type="checkbox"/> Interview with Teachers <input type="checkbox"/> Interview with Students				
GAP-5	Students use the accommodations provided to them during the assessment.	<input type="checkbox"/> Observation of testing sessions <input type="checkbox"/> Interview with Students				
GAP-6	Students do not have notes, calculators, books, etc, unless allowed during the specific testing session.	<input checked="" type="checkbox"/> Observation of testing sessions <input type="checkbox"/> Accommodation documentation for students				
GAP-7	Testing procedures have been followed appropriately.	<input checked="" type="checkbox"/> Observation of testing sessions <input type="checkbox"/> Interview with Test Proctors/Administrators				
GAP-8		<input type="checkbox"/> <input type="checkbox"/>				
GAP-9		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
GAP-10						

Idaho Standards Achievement Test (ISAT)

Indicator ID	Indicator	Examples of Supporting/Required Documentation	Compliance Status			Findings, commendations, Comments
			Yes	No	NA	
ISAT-1	Test Directors/Coordinators have attended the ISAT training.	<input type="checkbox"/> Documentation of meeting attendance				
ISAT-2	Chalkboards, whiteboards and walls are clean and free of information that could aid in testing.	<input type="checkbox"/> Observation of testing rooms, computer labs				
ISAT-3	Computers used for testing are kept secure and are monitored at all times.	<input type="checkbox"/> Observation of testing rooms, computer labs.				
ISAT-4	Paper pencil tests are administered only to eligible students.	<input type="checkbox"/> Observation of IEPs, ELPs <input type="checkbox"/> Observation of paper/pencil testing sessions				
ISAT-5	Students who need the audio accommodation are identified and have the appropriate ticket for administration.	<input type="checkbox"/> Observation of testing session <input type="checkbox"/> Observation of ticket activation				
ISAT-6	Test session tickets have been printed and administered properly. Every student who tests has a ticket. Tickets are collected before students leave the testing room. Tickets are shredded.	<input type="checkbox"/> Observation of testing session <input type="checkbox"/> Observation of ticket activation <input type="checkbox"/> Observation of the collection of tickets after testing <input type="checkbox"/> Observation of ticket shredding				

Draft

Idaho Standards Achievement Test – Alternate (ISAT – ALT)

Indicator ID	Indicator	Examples of Supporting/ Required Documentation	Compliance Status			Findings, commendations, Comments
			Yes	No	NA	
ALT-1	Students eligible for taking the ISAT-ALT are clearly identified and paperwork is complete.	<input type="checkbox"/> Student Files (Eligibility Guidelines Checklist and indication on IEP for ISAT – ALT) <input type="checkbox"/> ISAT-Alt Portfolio documentation				
ALT-2	Testing Coordinators have submitted the names, email address and district/school site location of teachers who will administer the ISAT-ALT.	<input type="checkbox"/> Student Enrollment File upload to DRC <input type="checkbox"/> ISAT-ALT Teacher list				This list will be matched against the site-level list kept by the Testing Coordinator.
ALT-3	Students who have been <u>identified</u> as eligible to take the ISAT-Alt correspond to the SDE list of students who were <u>given</u> the ISAT-Alt in all eligible content areas.	<input type="checkbox"/> Test administrator list of all students eligible to take the ISAT-Alt <input type="checkbox"/> Test administrator list of all students who took the ISAT-Alt				
ALT-4	Students identified for the ISAT-Alt meet eligibility requirements.	<input type="checkbox"/> Eligibility Guideline checklist				Students are ineligible if they are IEP only, LEP only, Behavior Issues only, Excessive Absences, Poor Performance on the ISAT etc.
ALT-5	ISAT-Alt portfolios were submitted within the allocated time frame.	<input type="checkbox"/> List of submitted portfolios				The list will be matched against the SDE submitted portfolio list.
ALT-6	All portfolios are complete with required forms: - Eligibility Guidelines; - IEP; - student artifacts for each assessed standard in each designed content area.	<input type="checkbox"/> Portfolios				
ALT-7	Test Directors/Coordinators Teachers have attended the ISAT-Alt training.	<input type="checkbox"/> Documentation of Training (either regional ISAT-Alt training or WebEx training)				
ALT-8	Passwords and Assessment materials are kept confidential and secure.	<input type="checkbox"/> Observation of location of assessment materials and online access logs.				

Idaho English Language Proficiency Test (IELA)

Indicator ID	Indicator	Examples of Supporting/Required Documentation	Compliance Status			Findings, commendations, Comments
			Yes	No	NA	
IELA-1	Test materials are kept in a secure location.	<input type="checkbox"/> Observation of location of stored materials.				
IELA-2	Materials are packaged according to the instructions to ship back to the vendor.	<input type="checkbox"/> Observation of packing of test materials.				
IELA-3	Students are tested in groups of 5-7 students with minimal distraction.	<input type="checkbox"/> Observation of test administration				
IELA-4	Speaking tests are administered individually.	<input type="checkbox"/> Observation of test administration.				
IELA-5	Test Directors/Coordinators have attended the IELA training.	<input type="checkbox"/> Documentation of attendance at training (webinar or in-person)				
IELA-6	ELL Placement Test and LEP #s are in the student cumulative file.	<input type="checkbox"/> Cumulative files <input type="checkbox"/> LEP student files				

Interview	Observation
<input type="checkbox"/> District administrators <input type="checkbox"/> Other LEA staff <input type="checkbox"/> Classroom teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Test Proctors <input type="checkbox"/> School administrators <input type="checkbox"/> Students <input type="checkbox"/> Other	<input type="checkbox"/> Testing event <input type="checkbox"/> Student files <input type="checkbox"/> Administrative files <input checked="" type="checkbox"/> Assessment training <input type="checkbox"/> Other

Interview Questions:

Students

- What accommodations do you use for instruction? How do they help you learn?
- What accommodations do you use for assessments?
- Do you have questions about the accommodations you use for instruction or assessments?
- How do your teachers make sure you have the accommodations you need on test day?
- Is there anything else about the accommodations you use that you want to share?



Idaho Building Capacity Project Summary

Statewide System of Support for School Improvement

Scope of the Project

The Idaho Building Capacity (IBC) project is a new system of support for Idaho schools and districts that are in needs improvement status. Based on a needs assessment that indicated a need for increased support and technical assistance to Idaho schools and districts in needs improvement status, additional federal grant funds were obtained to jump start a pilot project to establish a state wide system of support in Idaho. The pilot project (Cohort I) began in January, 2008 and is serving 19 sites for a three year period. The project will provide scaffolded support designed to assist Local Education Agencies (LEAs) in building their own internal capacity to sustain their school improvement efforts. A rigorous school and district selection process has been developed, with a goal to select schools and districts that are in needs improvement status and serve a high percentage of at-risk students (combined percentage of economically disadvantaged, migratory, English language learners, and students with disabilities) and have limited local resources.

Capacity Builders (CBs)

A key component of this state wide system of support is the utilization of recently retired, highly distinguished educators that are trained by the state to assist school and district leaders as they facilitate the work of school improvement in Idaho's neediest schools and districts. Capacity Builders (CBs) are assigned to a school or district site within the IBC network. They are provided with monthly training and given guidance on the work of school improvement. However, the IBC project does not prescribe to a cookie-cutter approach to school improvement. Capacity Builders are provided with a "tool kit" of school improvement resources, and then in partnership with school and district leaders, help create and implement a customized school improvement plan.

Regional Expansion of IBC

The coordination for the Idaho Building Capacity project was initially located at the Center for School Improvement and Policy Studies (CSI & PS) at Boise State University (Southwestern Region). Regional IBC Support Centers have also been established at the University of Idaho (Northern Region) and Idaho State University (Southeastern Region) and began serving sites statewide in February, 2009. While individual centers have been created in each region, there will be a uniform and systematic approach for delivering services, in order to establish continuity in the state wide system of support. The coordination of IBC regional centers will operate through the Idaho State Department of Education and the State School Improvement Coordinator. The three regions combined will be serving 35 sites representing Cohort II over three year process starting in February 2009. Combined with Cohort I, this totals to 54 sites currently being served in the IBC project.

IBC Application Process

Applications are continually accepted and are filled out by interested Title I school principals and superintendents together. If selected, Capacity Builders are assigned to participating schools and districts.

Applications for Cohort III of the IBC project are due to the School Improvement Technical Assistance Office no later than **5:00pm on October 30, 2009**. Schools and districts will be selected and matched with a Capacity Builder by early December, and Cohort III services will begin in **January, 2010**.

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 - Administration
- Specific Populations Workshops
 - At-Risk Students

2) Oct 2009

Webinar: Accommodations for Limited English Proficient Students on the ISAT

This webinar will present the most recent accommodations guidelines for English Language Learners on the ISAT. The webinar will look at what accommodations are allowable, as well as go through a 5 step process on how to assign the correct accommodations for each student.

- **Delivery Method:** Online Webinar
- **Target Audience:** Administrators, Test Coordinators, LEP Directors, Test Proctors
- **CE Credit Available:** no
- **Materials to Purchase:** none

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STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

October 29, 2009

Sharon E. Hall, Ed.D
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
Standards, Assessment and Accountability Programs
400 Maryland Avenue, S. W., Room 3W214
Washington, DC 20202-6132

Dear Dr. Hall:

Included please find Idaho's response to the Third Peer Review dated March 26, 2009. In that document Idaho was asked to further follow up on Element 4.6.

Idaho has taken a number of steps to address the issues highlighted in the Third Peer Review of the Idaho Assessment System on March 26, 2009. Included with this letter are the following pieces of evidence to address the outstanding issues for Element 4.6b "Has the state evaluated its use of accommodations?" for the Idaho Standards Achievement Test (ISAT) in Science:

1. Idaho has calculated and examined the (frequency) use of accommodations for the ISAT-Science by Special Education and Limited English Proficient (LEP) students (Exhibit A). The rates do not include Special Education or LEP students who have exited from either program. The overall accommodation rates indicate a much lower rate of accommodation use by LEP students than by Special Education students. When viewing the data by type of accommodation, the most used accommodation for both groups was the use of an audio version of the exam where the questions and answers are read to the student. It is also apparent from the breakdown that a large percentage of students use accommodations other than the specific types listed in the data collection. Idaho will be exploring ways to collect more detailed information on the use of other or non-specified accommodations and breaking down the data by school district to determine if the lack of use of accommodations for LEP students is specific to certain LEAs.
2. The Student Enrollment File (SEF) where all student data is uploaded was revised and now includes more detailed information about the types of accommodations

- Online Administration with Audio
 - Paper Administration
 - Braille
 - Large Print
 - Paper Administration with Audio CD
 - Braille with Audio CD
 - Large Print with Audio CD
 - Word-for-word dictionary use
 - Any “Other” Type of Administration
 - Adaptations/modifications
3. Idaho has recently revised its accommodations policy for LEP students according to the “*Guide for Refining State Assessment Policies for Accommodating English Language Learners*” by the George Washington University – Center on Equity and Excellence. The accommodations made available to LEP students in Idaho during standards based testing are included in the list of research based accommodations presented within this Guide. The accommodations allowed are specific to the unique linguistic needs of LEP students, therefore reducing the construct irrelevant variance and allowing the test to accurately reflect what an LEP student knows and can do. In addition, Idaho has developed a five-step process for LEAs to use in order to assign specific accommodations to LEP students, depending on their specific needs and language levels. Idaho’s guide for accommodating LEP students on the ISAT can be found at the following link: http://www.sde.idaho.gov/site/assessment/IELA/docs/relatedDocs/Accommodations%20Policy%20for%20LEP%20Students%208_2009.pdf and are included as Exhibit C.
4. The Special Education program in Idaho performs a number of checks to ensure accommodation use is applied appropriately.
- a. *Self-Assessment Process:* Once every five years, the Special Education Division randomly selects 10% of the special education student files from a district. A team of district personnel are then trained by the SDE to conduct an IEP file review on those student files. The file review includes checking for agreement between classroom accommodations and statewide assessment accommodations to ensure a match. See Exhibit D: “Student General File Review Checklist,” Item #19 and Exhibit E, “Individual Student IEP General File Review Checklist Directions for Use 2009-2010,” Item #19. Results of the self-assessment are submitted to the SDE for follow up.
 - b. *Verification of Correction of Noncompliance:* Noncompliance findings from each student IEP file review (refer to 4.a. above) are entered into the Compliance Tracking Tool (CTT) and districts are required to make corrections as soon as possible and have the correction verified by the SDE regional consultants within 365 days from the finding date.

- c. *Verification of Continuing Compliance:* One percent of a district's IEPs are randomly selected every other year for Child Count Verification. A team of SDE personnel reviews each file for the items listed on the "Student General File Review Checklist," including Item 19, regarding the match of classroom accommodations with statewide assessment accommodations. Any noncompliance must proceed through the correction and verification process listed in 4.b. above.

- d. *Onsite Visits:* Based on need, the SDE selects districts annually for general supervision onsite visits. During these visits, IEP files are reviewed for compliance and interviews are conducted with general education teachers (Exhibit F, Ref 4.3.I), special education teachers (Exhibit G, Ref. 4.3F), special education personnel (Exhibit H, question 6), and parents (Exhibit I, questions 16 and 18).
 - The general education teacher survey asks teachers to describe the accommodations or adaptations made in instruction, curriculum or assessments for students with disabilities.
 - The special education teacher survey asks about the process used to determine the student's participation in state and district assessments, including the alternate assessment.
 - The special education personnel survey asks if the personnel are aware of the needed accommodations or adaptations, if they are involved in implementing the IEP.
 - The parent survey asks parents to indicate whether they have discussed the accommodations their child might need and how the child will participate in the statewide assessments in the IEP meetings.

An example of the school level results for the Parent Survey (Exhibit J) and Personnel Survey (Exhibit K) are included with the evidence. Noncompliance is entered into the Compliance Tracking Tool and correction is verified by the SDE.

- e. *Testing and Accommodations:* When districts submit the list of accommodations to the testing company with their Class Roster File, accommodations are checked by the SDE to see if they appear to be individualized. If they appear to be blanket accommodations rather than determined individually (i.e. one LEA requests individual administration for all special education students in the district), the district is contacted and asked for an explanation. Noncompliance findings are entered into the Compliance Tracking Tool and followed up to verify correction.

In addition, the Idaho State Department of Education is completing or implementing the following tasks to further strengthen the state's ability to monitor and report on the accommodations use for assessments:

1. The Idaho Assessment Program has created a self-monitoring tool to be used by the LEA's to ensure compliance with all testing procedures, including the use of accommodations. This tool will be sent to all LEAs in January 2010 with recommendations that they evaluate the assessment protocol within the schools and

2. Selected schools will be monitored during the testing windows specifically regarding the use of accommodations and the match to the IEP. This will be achieved through the use of the Idaho Capacity Builders project. The Idaho Building Capacity (IBC) project is a statewide system of support for Idaho Title I schools and districts that are in needs improvement status (Year 1 and beyond). The Capacity Builders are currently in 54 schools with more to be added in 2010 (Exhibit M). The Capacity Builders will use a shortened version of the self-assessment tool noted in Exhibit L to monitor the match between the IEP and what is actually taking place on the statewide assessments. These reviews will take place during the spring testing windows in 2010. Additional information about the IBC project can be found online at: <http://csi.boisestate.edu/Improvement/IBC.html>.
3. The Idaho Assessment Program will conduct a DIF study between special education students who used accommodations and those that did not. That study will be completed and provided to the U.S. Department of Education by January 15, 2010.
4. The Idaho Assessment Program is currently delivering training to the LEAs on LEP accommodations using a webinar format through "IdahoLive", which is a part of Idaho's Digital Learning Academy. 2 sessions are complete and 2 more will be delivered in the spring of 2010. More webinars may be added to accommodate any LEA request. A full schedule and description can be found at: <https://sites.google.com/a/idla.k12.id.us/idlive/register-here-for-idaholive-webinars> (Exhibit N).

Included with this letter are exhibits documenting the work surrounding accommodations. Please do not hesitate to contact me via phone (208) 332-6901 or email (cmiller@sde.idaho.gov) should you have any further questions or should we need to provide additional information.

Sincerely,

A handwritten signature in cursive script that reads "Carissa Miller". The signature is written in black ink and is positioned above the typed name and title.

Carissa Moffat Miller, Ph.D.
Deputy Superintendent
Assessment Division

Exhibits:

- A – 2009 Idaho LEP & SPE Accommodation Rates (2 pgs.)
- B – Student Enrollment File Layout (SEF)
- C – Idaho’s Accommodations Guide for LEP Students on ISAT
- D – Student General File Review Checklist
- E – Individual Student IEP General File Review Checklist Directions for Use 2009-2010
- F – General Education Teacher Interview
- G – Special Education Teacher Interview
- H – Special Education Personnel Survey, 2008-2009
- I – Special Education Parent Survey, 2008-2009
- J – Special Education Parent Survey Results, 2008-2009
- K – Special Education Personnel Survey Results, 2008-2009
- L – Self Monitoring Tool
- M – Capacity Builders
- N – Webinar Descriptions and Schedule

Assurance (d): Supporting Struggling Schools

Descriptor (d)(1): Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.

Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

No, the State does not have a definition of “persistently lowest achieving schools” for the purpose of this indicator. The State has defined “persistently lowest achieving districts” as part of our Statewide System of Support and school improvement efforts. Due to the rural nature of Idaho, the State has found success in using a megasystem¹ approach. Idaho’s quantitative and qualitative data has led us to conclude that to ensure lasting change we need to not just identify low achieving schools but low achieving districts. Each of the local education agencies (LEAs) identified as most in need have a school in the lowest five percent of achievement. We apply multiple layers of data analysis to evaluate districts and sort them according to a comprehensive view of their needs. This analysis consists of four components: the definition of the academic risk factors and local resources, an analysis of achievement data for at-risk populations, the consecutive number of years in school improvement status, and district graduation rates. Therefore, to meet this indicator, the State has developed a definition of “persistently lowest achieving districts”. The definition for districts is attached; please see below. The State will report this data publicly through the online Report Card available at <https://www.sde.idaho.gov/reportcard/>.

Indicator (d)(3): Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

While the State collects and reports data on the number of schools that are Title I schools in improvement, corrective action, or restructuring, the State does not currently report or identify those schools as “persistently lowest achieving schools.” As referenced in Descriptor (d)(1), the State has a definition for “persistently lowest achieving districts” in place due to the rural nature of our state and approach to school improvement. We are working to report the data on persistently lowest-achieving districts publicly through the online Report Card available at <https://www.sde.idaho.gov/reportcard/>.

Indicator (d)(4): Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.

¹ See Redding, S., 2006, *The Mega system: Deciding. Learning. Connecting.* Chicago, IL: Academic Development Institute

As referenced in Descriptor (d)(1), the State has a definition for “persistently lowest achieving districts” in place due to the rural nature of our state and approach to school improvement. The data on schools and districts that are Title I schools in improvement, corrective action, or restructuring is already available online through the Report Card. We are working to report include data on the persistently lowest-achieving districts as well as those districts and schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year through the online, public Report Card available at <https://www.sde.idaho.gov/reportcard/>.

Indicator (d)(5): Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

While the State currently collects and reports data on the number of secondary schools that are Title I eligible but not receiving Title funds and their school improvement status (see http://www.sde.idaho.gov/ConsolidatedPlan/_manage/reports.htm), the State does not report on whether those schools have been identified as “persistently lowest achieving schools”. As referenced in Descriptor (d)(1), the State has a definition for “persistently lowest achieving districts” in place due to the rural nature of our state and approach to school improvement. The State is working to report districts meeting this definition online publicly through the online Report Card available at <https://www.sde.idaho.gov/reportcard/>.

Indicator (d)(6): Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.

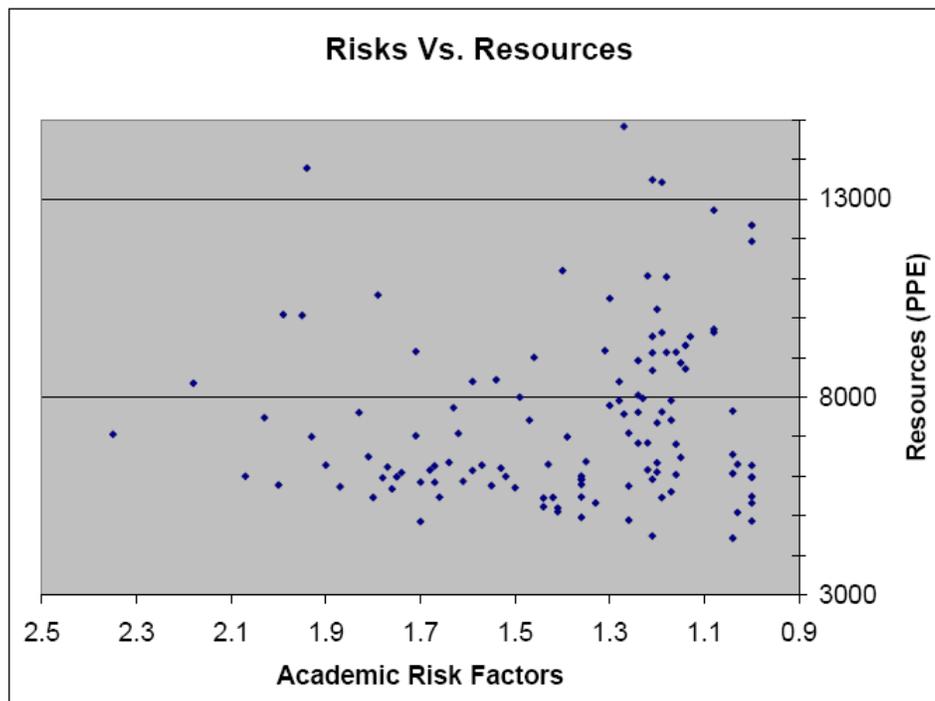
While the State currently collects and reports data on the number of secondary schools that are Title I eligible but not receiving Title funds and their school improvement status (see http://www.sde.idaho.gov/ConsolidatedPlan/_manage/reports.htm), the State does not report on whether those schools are “persistently lowest achieving schools” or whether they have been turned around, restarted, closed, or transformed in the last year. As referenced in Descriptor (d)(1), the State has a definition for “persistently lowest achieving districts” in place due to the rural nature of our state and approach to school improvement. As referenced in Indicator (d)(4), the State will also identify those schools that have been turned around, restarted, closed, or transformed in the last year through the online Report Card available at <https://www.sde.idaho.gov/reportcard/>.

Persistently Low-Achieving Districts

To identify persistently low-performing districts in the State of Idaho, the Idaho Department of Education (IDE) applies multiple layers of data analysis to evaluate districts and sort them according to a comprehensive view of their needs. This analysis consists of four components: the definition of the academic risk factors and local resources, an analysis of achievement data for at-risk populations, the consecutive number of years in school improvement status, and district graduation rates.

Population Definition

The first layer of data analysis involves defining each district's student population according to non-academic factors. By defining the local population of students, the State is able to make comparisons about the academic performance of each district to similar districts. This is done by plotting two factors against each other. All Title I districts in the State are classified into cells that indicate (a) the degree to which their students are traditionally considered to be At-Risk and (b) the financial resources made up of state and local dollars that are available to spend on the educational needs of their students. The relationship of these two variables forms the **Risk Factors & Resources Scatterplot**.



Academic Risk is defined according to four demographic features. Students who are from families that are economically disadvantaged, students with disabilities, students from non-white ethnicity groups, and students with limited English proficiency are traditionally considered at risk. While educational systems can have an impact on all of these students, the reason that a child is placed in such a category is external to the school or district

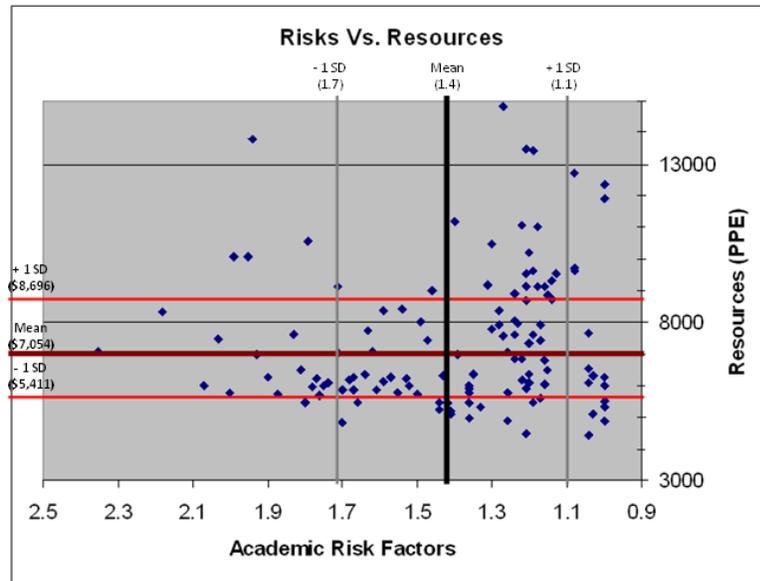
instructional impact. Therefore, Idaho defines one aspect of a district's population in relation to this external set of factors. For each of the four risk categories into which any individual student falls, a student receives a point. Thus, for example, a student who falls into none of the above risk factors receives a value of 0; a student who is economically disadvantaged and LEP receives a value of 2; a student who is LEP, economically disadvantaged, has disabilities, and is a non-white ethnicity¹ receives a value of 4. Based upon this value, every student in grades 3-8 throughout a district is analyzed and the mean value of these Risk Factors is taken. Thus, in a district in which the average Risk Factor is 1.75, it can be said that of the 4 risk categories, the average student in the district fits into 1.75 risk categories. This information is useful because it spreads districts across a possible continuum of 0-4 in which the initial or potential educational challenges of the student population can be better understood. The closer a district is to 0, the less risk a district has that is purely based on demographic make-up, whereas the closer a district is to 4, the more at-risk its population is according to these traditionally underserved and underperforming categories.

Resources are defined as the amount of state and local dollars that are made available to districts. Specifically, this is the state Per Pupil Expenditure (PPE) for each district and is based on Average Daily Attendance (ADA). While there are some extreme outliers in PPE data due to the rural and remote characteristics of a few small districts, the PPE spreads districts along a continuum in which each district can be evaluated in relation to its financial capital available to meet the needs of its learners. When excluding the outliers, the PPE in Idaho falls along a continuum between \$4,400 and \$11,000. It is hypothesized that districts that have greater financial resources per pupil are in less need of extra school improvement funding than those districts with similar challenges that have far fewer financial resources.

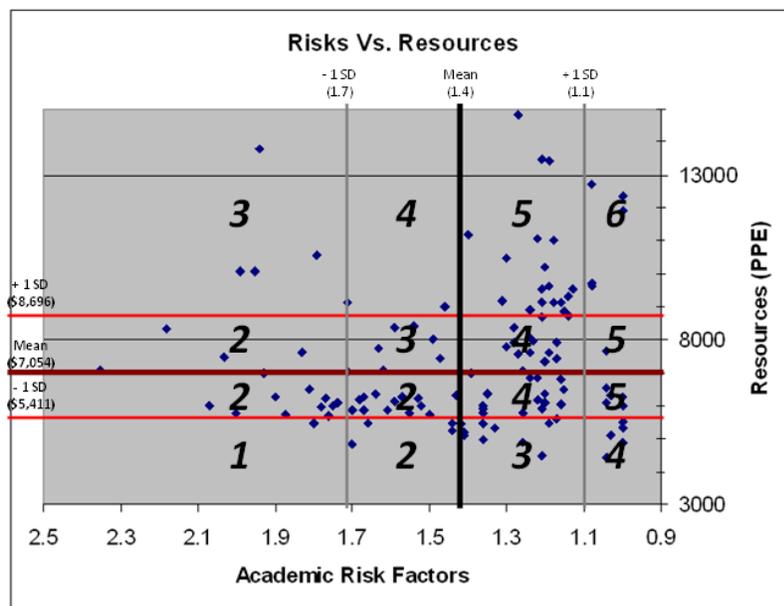
On the basis of these two variables, districts are plotted on the ***Risk Factors & Resources Scatterplot***, and from there they are categorized as having High or Low Risk Factors and High or Low Resources. The cells are first defined by finding the mean² for each axis. Then, by demarking +/- 1 standard deviation from the mean, districts are further subdivided to separate the norm of each axis from the extreme highs and lows in the Idaho district population. The resulting sub-cells form quadrants in which districts with similar funding and similar risk populations are stratified, thereby forming the basis for tentative comparisons. Because these two axes are defined in relation to non-instructional variables, further analysis can better extrapolate any impact that the instructional system is having when compared to similar populations.

¹ Non-white ethnicity is grouped into one category for two reasons. Idaho is 85% white. The majority of the remaining population is Hispanic. However, in some school districts, the primary alternate ethnicity is Native American. Because ethnic groups are usually dichotomous in the districts, the criteria uses a dichotomous variable or white or non-white for analysis.

² The mean for the Resources (PPE) axis excludes values above \$11,100 in order to not inordinately skew the standard deviation.



Because the State views these cells in terms of radiating levels of need, each subdivided cell is given a categorical label of 1 to 6. Lower numbers in this range mean that the district has a higher degree of academic risk and a lower level of financial resources per student. Higher numbers in the range represent less need in terms of fewer risk factors and higher resources.



With each district given a categorical label of 1 to 6, the State then overlays academic achievement data using the assessments outlined in section 1111(b)(3) of the ESEA in reading and mathematics. Using a sample of grade levels and indicators, the State creates

one numeric value that represents the performance of each district in relation to academic achievement. Specifically, the State has chosen to sample grades 4 and 8 in reading and mathematics to define a district's general performance. The rationale for this selection is multifaceted. First, these grades parallel NAEP, thus providing for some comparison to other measures. Second, the placement of grade levels varies in Idaho in terms of the type of school in which they are housed. For example, some 5th grade classrooms are located in elementary schools, whereas in other districts they are located in middle schools. Similarly, 8th grade classrooms could be located in middle school or high school. In fact, because many of Idaho's school districts are rural and remote, there are many instances in which one building houses all of grades K-12. By sampling grades 4 and 8, the State is able to confidently represent a continuum of district level performance at two key grade levels that align with elementary and secondary education. The State considered sampling grade 10 also. However, while the assessment data is collected accurately in grade 10 and demographics are accurately represented in the student enrollment files used to code the assessment data, the State recognizes that there is a national trend in which students from low-income backgrounds do not necessarily report their economic needs in high school for social and other reasons. Therefore, since the calculations rely on representing each of the four major risk categories described above, the State believed that it was best to not include a 10th grade sample due to the possibility of skewing the data in cases where some districts have more accurate information on economically disadvantaged high school students. Additionally, 8th grade assessment data correlates quite highly with 10th grade data in Idaho; therefore, the 10th grade data were not necessary for this purpose. Lastly, the State has sampled from reading and mathematics alone because these two assessments are the State's two primary AYP indicators and are thus a common focus for every district and school in Idaho. While language usage and science assessments are extremely important and valued, language usage is replaced in upper grades as a 3rd indicator by graduation rate and science is assessed only in grades 5, 7, and 10. Thus, for simplicity and accuracy of sampling, grades 4 and 8 assessments in reading and mathematics form the basis for the academic achievement component of the selection criteria.

Academic Achievement Data

From the assessment data that are sampled, assessment outcomes are combined into one variable. The Idaho accountability assessments (ISAT) are scored along a vertical interval scale. Because of the nature of the scale, a numeric score of 250 can reasonably be compared with that of 212. While the interpretations of each number will vary between content areas and proficiency levels will vary between grade levels, the values themselves are intervals that have more or less the same type of meaning. Therefore, the scores can be averaged within any given assessment and grade level, and the mean score of one district can be compared to the mean score of another district. Therefore, the State has calculated the mean scale score for every student in a district who is labeled at-risk (in order to maintain continuity with the Risk Factors & Resources Scatterplot) for grades 4 and 8 in reading and mathematics. The mean scale score for each grade level and content area is then added to form an overall point value from which comparisons about districts can be

made. The Sum of Means is therefore sensitive to detect differences in individual districts at an aggregated level of overall achievement based on the sample.

$$(G4^{At-Risk} Mean^{Reading}) + (G4^{At-Risk} Mean^{Math}) + (G8^{At-Risk} Mean^{Reading}) + (G8^{At-Risk} Mean^{Math}) = \text{Sum of Means}$$

District Name	Reading 4 At-Risk Scale Mean	Reading 8 At-Risk Scale Mean	Math 4 At-Risk Scale Mean	Math 8 At-Risk Scale Mean	Sum of Scale Score Means
Sample District 01	202	221	209	228	860
Sample District 02	202	229	203	239	873
Sample District 03	208	221	216	232	877

Once the Sum of Means for at-risk students is determined for each district, the values are analyzed for variance and then ranked using a categorical variable: high (4), above average (3), below average (2), and low (1) achievement. This categorical variable is utilized when comparing achievement with other indicators in the criteria.

School Improvement Status

Because persistent low performance is of great concern, each district is evaluated on the basis of how many years it has been in School Improvement status for AYP. Because the achievement data used rely on reading and mathematics, the School Improvement status is also based solely on reading and mathematics at the district, aggregate level. Each year of improvement, therefore, is counted such that year 6 is equal to 6, year 3 is equal to 3, and so forth. The only special consideration is that of districts who are not in improvement or who are in alert. In these cases, "Met Goal" counts as 0, while Alert counts as 0.5. In order to describe the magnitude of the district's status, each year of improvement for the two content areas is added together.

$$(\text{Improvement Year}^{Reading}) + (\text{Improvement Year}^{Math}) = \text{Sum of Years in Improvement}$$

It is hypothesized, for example, that a district in Year 5 for reading and Year 2 for math (sum = 7) is in greater need than a district in Year 3 for reading and 2 for math (sum = 5). Similar to the process for achievement data, the values thus created by the magnitude of a district's School Improvement status are analyzed and ranked using a categorical variable: low (3), medium (2), and high (1) degrees of magnitude of years in improvement status. This categorical variable is also utilized when comparing other indicators in the criteria.

Graduation Rate

Graduation is a key indicator in the performance of a district and its ability to meet the needs of all learners. As such, graduation rates are factored into the selection criteria much

like the other indicators. Using the federal definition for graduation (34 CFR 200.19(b)), each district's graduation rate is utilized and assigned a categorical variable: greater than 97% (3), 90% < 97% (2), and less than 90% (1). These categories provide further weight in the analysis of each district's performance.

Data Analysis

Once each of the four indicators is determined for each district, the resulting categorical variables are placed into an equation that weights academic achievement while taking the other three into significant consideration.

Indicator	Categorical Values
Academic Risks & Resources Layers (ARR)	1, 2, 3
Academic Achievement (AA)	1, 2, 3, 4
School Improvement Status (SI)	1, 2, 3
Graduation Rate (GR)	1, 2, 3

The equation values Academic Risks & Resources Layers, School Improvement Status, and Graduation Rate with the same weight. These three categorical variables are added together. However, considering that the values associated with Academic Achievement portray actual student achievement, it is weighted with more importance. The equation is the following.

$$AA \times [(ARR) + (SI) + (GR)] = \text{District Unit of Analysis Value}$$

The District Unit of Analysis Value is used as the last step in the process to rank each district according to the outcomes of all the key indicators. Values have a possible range of 3 to 36; the lower the value, the greater the need.

Total Number of Charter Schools in IDAHO: 36

LEA Details - changes to report in yellow

State Name	Local Education Agency Name	LEA Identifier NCES	LEA Count of Charter Schools
IDAHO	BLACKFOOT DISTRICT	1600270	1
IDAHO	BOISE INDEPENDENT DISTRICT	1600360	1
IDAHO	COEUR D ALENE DISTRICT	1600780	1
IDAHO	COMPASS CHARTER SCHOOL	1600007	1
IDAHO	FALCON RIDGE CHARTER SCHOOL	1600008	1
IDAHO	GARDEN CITY COMMUNITY CHARTER	1600013	1
IDAHO	IDAHO VIRTUAL ACADEMY	1600004	1
IDAHO	IDAHO VIRTUAL HIGH SCHOOL		
IDAHO	RICHARD MCKENNA CHARTER SCHOOL	1600005	1
IDAHO	INSPIRE VIRTUAL CHARTER	1600011	1
IDAHO	LAKE PEND OREILLE DISTRICT	1600002	1
IDAHO	LIBERTY CHARTER	1600012	1
IDAHO	MERIDIAN JOINT DISTRICT	1602100	3
IDAHO	MINIDOKA COUNTY JOINT DISTRICT	1602190	1
IDAHO	MOSCOW DISTRICT	1602220	1
IDAHO	NAMPA SCHOOL DISTRICT	1602340	1
IDAHO	NORTH VALLEY ACADEMY	1600143	1
IDAHO	POCATELLO DISTRICT	1602640	1
IDAHO	ROLLING HILLS CHARTER SCHOOL	1600006	1
IDAHO	SALMON DISTRICT	1602850	1
IDAHO	TAYLORS CROSSING CHARTER SCHOO	1600015	1
IDAHO	THE ACADEMY (ARC)	1600014	1
IDAHO	VALLIVUE SCHOOL DISTRICT	1600600	1
IDAHO	VICTORY CHARTER SCHOOL	1600003	1
IDAHO	VISION CHARTER SCHOOL	1600141	1
IDAHO	WHITE PINE CHARTER SCHOOL	1600142	1
IDAHO	WHITEPINE JT SCHOOL DISTRICT	1600010	1
IDAHO	XAVIER CHARTER SCHOOL	1600140	1
IDAHO	iSUCCEED VIRTUAL HIGH SCHOOL	1600144	1
IDAHO	IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL	1600145	1
IDAHO	WINGS CHARTER MIDDLE SCHOOL	1600146	1
IDAHO	NAMPA CLASSICAL ACADEMY	1600147	1
IDAHO	KAPLAN ACADEMY OF IDAHO	1600148	1
IDAHO	KOOTEAI BRIDGE ACADEMY	1600149	1
IDAHO	PALOUSE PRAIRIE SCHOOL	1600151	1