

**Idaho**

## Idaho Standards Achievement Test (ISAT)

**Part I: Policy Trends**

<b>Type of test</b>	Comprehensive standards-based
<b>Purpose</b>	<p>The purpose of the exam is to:</p> <ul style="list-style-type: none"> <li>• Determine prospective high school graduates' mastery of the state curriculum, grade 10</li> <li>• Encourage districts and schools to identify and serve students at risk of academic failure</li> <li>• Provide data to state policymakers on student attainment of state education goals to inform education policy decisions</li> <li>• Increase alignment of local curriculum and programs of instruction with state education standards</li> </ul>
<b>Status of state's decision regarding the Common Core State Standards and impact of that decision on exit exam policies</b>	The state board of education approved the Common Core State Standards in English language arts and math in November, 2010. The standards will be considered for final approval by the Idaho Legislature in January, 2011. If legislative approval is also obtained, the exit exam will be informed by the common core, though no definitive rollout date is yet available for revised assessments.
<b>Test used by colleges or universities for undergraduate admission?</b>	No
<b>Year first administered</b>	2004 was the first year the Idaho Standards Achievement Test was administered as a high school exit exam. Before 2004, the ISAT was administered solely to assess how well students were learning state content standards.
<b>Year diplomas first withheld</b>	2006
<b>Subjects tested</b>	<p>Reading, language usage, mathematics</p> <p>In August 2010, a proposal to replace the not yet implemented ISAT science graduation requirement with a series of end-of-course exams in science will be taken to the state board of education.</p>
<b>Types of questions</b>	Multiple choice
<b>Grade first administered</b>	10 <sup>th</sup>

<b>Grade(s) exam aligned to</b>	<p>The test is aligned to 10<sup>th</sup>-grade content standards, but the cut scores that represent proficient performance at the 10<sup>th</sup> grade level have been phased in. Cut scores have been set for four performance levels—advanced, proficient, basic, and below basic—based on grade-level performance expectations.</p> <p>The cut scores established for these levels were phased in over three years, from 2006-08, with gradual increases in scores. Students in the class of 2006 were required to pass the test at an 8<sup>th</sup>-grade level, students in the class of 2007 at a 9<sup>th</sup>-grade level, and students in the class of 2008 at the full 10<sup>th</sup>-grade level. The phase-in expired on January 1, 2008. The score required for the graduation requirement will be equal to the 10<sup>th</sup>-grade proficiency score for each content area.</p>
<b>Number of retakes allowed before end of grade 12</b>	<p>Students can take the test in spring of the grade 10 year. After 10<sup>th</sup> grade the re-test is currently offered 2 times each year, allowing a total of 4 additional opportunities.</p>
<b>Retakes after grade 12</b>	<p>Students not passing the exit exam by the time they reach their senior year may appeal to the school district for an alternate route to graduation. These alternate routes must be aligned to state content standards at the 10<sup>th</sup>-grade level. Completion of the alternate route results in a regular diploma. Issuance of the diploma rests with the local school district. Districts are strongly encouraged to provide this alternate route in order to assure that no student needs to continue to take the exit exam beyond the 12<sup>th</sup> grade. However, students can also continue to take the ISAT after completing all their course work in grade 12 should they so choose.</p>
<b>Does the state have reciprocity with other states?</b>	<p>Transfer students may submit passing scores from other states' exit exams to meet Idaho graduation requirements if the exams are standards-based, test at least 10<sup>th</sup>-grade material, and cover subjects comparable to those tested on the ISAT. The state maintains a list of acceptable tests from other states.</p>
<b>Exit exam used for No Child Left Behind?</b>	<p>Results in reading and math from the spring administration in 10<sup>th</sup> grade are used to determine adequate yearly progress (AYP) under NCLB. [Or change previous sentence to past tense] In 2010 retesting 11<sup>th</sup>-and 12<sup>th</sup>-grade students will be included in the proficiency calculation.</p>
<b>Same cut score for graduation and NCLB?</b>	<p>Yes. Beginning January 1, 2008, the score required for the graduation requirement will be equal to the 10<sup>th</sup>-grade</p>

proficiency score for each content area.

**Evaluations of state exit exam**

Yes. Idaho received full approval for the ISAT for grades 3-8 and 10 in November 2006. The state has completed independent alignment studies for all four content areas, and a complete technical report of the first administration of the ISAT 2007 is available on the Idaho Office of the State Board of Education Web site at:  
<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>

**State test contractor**

Data Recognition Corporation

**Does the state provide students with alternate paths to graduation?**

Yes. Board rule allows each district to adopt an alternate route that requires courses to be offered to and completed by students. The courses must be valid and reliable and are required to be standards-based at 10<sup>th</sup> grade. The board reviews these plans and keeps them on file.

The criteria used to determine a student's eligibility are outlined in the Idaho Administrative Rule 08.02.03.03 Proficiency

- a) Before entering an alternate measure, the student must be:
  1. Enrolled in a special education program and have an Individual Education Plan (IEP), or
  2. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or
  3. Enrolled in the fall semester of the senior year.
- b) The measure must be aligned at a minimum to 10<sup>th</sup> grade state content standards;
- c) The measure must be aligned to the state content standards for the subject matter in question;
- d) The measure must be valid and reliable; and
- e) Ninety percent (90%) of the criteria of the measure, or combination of measure, must be based on academic proficiency and performance.

**Alternate paths to graduation specifically for English language learners**

No. But as described above, English language learners with three or fewer years in the program may appeal for an alternate measure to reach graduation. This appeal is not specifically for ELLs; it is also available for students with disabilities and for students who reach their senior year without having passed the exit exam.

All accommodations available on the ISAT, 3-8 and 10 are

<b>Alternate paths to graduation specifically for students with disabilities</b>	available to students taking the graduation test. The accommodations are described in detail in the Idaho Test Coordinators' Guide.
<b>Who makes decisions on whether a student is eligible to use alternate paths?</b>	No. But a student with disabilities may appeal for an alternate measure to reach graduation. This appeal is not specifically for students with disabilities. It is also available for English language learners with three or fewer years in the program and for students who reach their senior year without having passed the exit exam.
<b>How are students identified as eligible for alternate paths to graduate?</b>	All accommodations available on the ISAT, 3-8 and 10 are available to students taking the graduation test. The accommodations are described in detail in the Idaho Test Coordinators' Guide.
<b>When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?</b>	Decisions are made by local school districts.
<b>How many full-time equivalent staff in the state department of education are involved in implementing alternate paths?</b>	The process is determined by local school districts.
<b>Types of assistance the state provides for all districts to raise <i>initial</i> pass rates for all students on the high school exit exam</b>	No
<b>Types of assistance or</b>	None
	The state does not provide technical or other types of assistance or intervention to all districts to raise initial pass rates.
	The state has purchased and made available to all districts and

**remediation the state provides for all districts to help students who have failed to pass the exit exam**

all schools unlimited and perpetual licenses for the Plato Learning software for courses in language arts and math that span K-12. Training is provided to teachers to assure their effective use of the program.

**Does the state provide funding for remediation?**

No

**Are districts mandated by law to provide remediation?**

The state department of education once offered a formulaic amount to districts based on the number of students who have scored in the below-basic range for two consecutive years. The dollar amount fluctuated as the number of students/districts who qualified was recalculated every spring. Based on 2007 spring scores, districts received \$350 for each student who scored in the below-basic range for two consecutive years. Funding has been discontinued for this program. These monies have now been rolled into the general discretionary fund.

**Are students required to participate in remediation?**

Requirements are determined by local school districts.

**Part II: Student Performance**

**Initial pass rates, 2008-09**

<b>Percentage of Students Passing on the First Try in 10<sup>th</sup> grade, 2008-09</b>			
<b>Student Group</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>
All students	89%	74%	78%
White	92%	78%	82%
African American	67%	53%	53%
Latino	74%	51%	61%
Asian	78%	70%	80%
Native American	81%	54%	63%
English language learners	50%	23%	38%
Students with disabilities	49%	27%	33%
Free or reduced-price lunch eligible	81%	61%	68%
Migrant	55%	38%	50%
<b>Passing score (scale of 150-300)</b>	<b>220</b>	<b>226</b>	<b>238</b>

Note: Data were retrieved from the state department of education Web site at <https://www.sde.idaho.gov/reportcard/Index/2008> July 14, 2010.

**Denominator used when calculating these rates:** The number of students tested

**Initial pass rates, 2009-10**

<b>Percentage of Students Passing on the First Try in 10<sup>th</sup> grade, 2009-10</b>			
<b>Student Group</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>
All students	86%	72%	77%
White	90%	76%	80%
African American	68%	50%	54%
Latino	71%	49%	61%
Asian	82%	69%	79%
Native American	72%	51%	55%
English language learners	49%	26%	44%
Students with disabilities	43%	22%	27%
Free or reduced-price lunch	79%	59%	67%
Migrant	NA	NA	NA
<b>Passing score (scale of 150-300)</b>	<b>220</b>	<b>226</b>	<b>238</b>

Note: Data provided by the state department of education

**Denominator used when calculating these rates:** The number of students tested

<b>State Graduation Rates</b>		
<b>Student Group</b>	<b>2008-09</b>	<b>2009-10</b>
All students	92%	NA
White	No disaggregated data as no unique ID in place	
African American		
Latino		
Asian		
Native American		
English language learners		
Migrant		
Students with disabilities		
Free or reduced-price lunch eligible		

Note: Data provided by the state department of education

**Current state graduation rate calculation formula for AYP purposes**

Idaho uses the Leaver Rate, including IEP students but not including GED or other alternative diplomas in its calculation of graduates.