

Idaho
Profile of State High School Exit Exam Policies

<i>State exit exam policy</i>	Students in Idaho must pass the Idaho Standards Achievement Test (ISAT) in order to receive a high school diploma.
Type of test	Comprehensive standards-based
Purpose	The purpose of the exam is to: <ul style="list-style-type: none"> • Determine prospective high school graduates' mastery of the state curriculum, grade 10 • Encourage districts and schools to identify and serve students at risk of academic failure • Provide data to state policymakers on student attainment of state education goals to inform education policy decisions • Increase alignment of local curriculum and programs of instruction with state education standards
Major changes in exit exam policy since the 2009-10 school year for financial reasons	None
Major changes in exit exam policy since the 2009-10 school year for <i>other</i> reasons	None
Year first administered	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.
Year diplomas first withheld	2006
Subjects tested on exam	Reading, language usage, mathematics
Subjects required for graduation	Reading, language usage, mathematics

Extra cells	
Grade exam first administered	10 th
Grade(s) exam aligned to	<p>The test is aligned to 10th grade content standards, but the cut scores that represent proficient performance at the 10th 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 8th grade level, students in the class of 2007 at a 9th grade level, and students in the class of 2008 at the full 10th grade level. The phase-in expired on January 1, 2008. The score required for the graduation requirement will be equal to the 10th grade proficiency score for each content area.</p>
Number of retakes allowed <i>before</i> the end of grade 12	Students can take the test in spring of the grade 10 year. After 10 th grade the retest is currently offered two times each year, allowing a total of four additional opportunities.
Number of retakes allowed <i>after</i> grade 12	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 th 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 th grade. However, students can also continue to take the ISAT after completing all their course work in grade 12 should they so choose.
Is the exit exam used for No Child Left Behind (NCLB) accountability purposes?	Results in reading and math from the spring administration in 10 th grade are used to determine adequate yearly progress (AYP) under NCLB. In 2010 retesting 11 th and 12 th grade students will be included in the proficiency calculation.
Is the same cut score used for graduation and NCLB accountability purposes?	Yes. Beginning January 1, 2008, the score required for the graduation requirement will be equal to the 10 th grade proficiency score for each content area.

Considerations given to changing the cut score needed to pass the exam for graduation purposes in the past year	No
Alternate paths to graduation for students other than English language learners (ELLs) or students with disabilities	<p>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 the 10th grade level. The board reviews these plans and keeps them on file.</p> <p>The criteria used to determine a student's eligibility are outlined in the Idaho Administrative Rule 08.02.03.03 Proficiency</p> <ul style="list-style-type: none"> a) Before entering an alternate measure, the student must be: <ul style="list-style-type: none"> 1. Enrolled in a special education program and have an Individual Education Plan (IEP), or 2. Enrolled in a 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 10th 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 ninety percent (90%) of the criteria of the measure, or combination of measure, must be based on academic proficiency and performance.
Determination of eligibility to pursue these alternate paths to graduation	This is determined in the local districts often through IEP or ELP team meetings.
Number and percentage of students who used alternate paths in 2010-11 school year	This year this data will be collected and available for the first time.
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

	<p>reach their senior year without having passed the exit exam.</p> <p>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.</p>
Number and percentage of ELL students using alternate paths in 2010-11 school year	Not applicable
Are there alternate paths to graduation specifically for students with disabilities?	<p>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.</p> <p>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.</p>
Number and percentage of students with disabilities using alternate paths in 2010-11 school year	Not applicable
Is the exit exam used by postsecondary institutions for undergraduate admission purposes?	No, except that colleges require a diploma which is withheld if the ISAT exit tests are not passed.
Is the exit exam used by postsecondary institutions for placement purposes?	No response
Are students who meet a certain standard on the state exit exam granted exemptions on college placement exams?	No
Can students receive any form of	No

postsecondary education course credit for their performance on the exit exam?	
Access to initial and cumulative pass rates on high school exit exams	http://www.sde.idaho.gov/site/assessment/ISAT/results.htm
State participation in the Common Core State Standards (CCSS)	Idaho has adopted the CCSS in both English language arts and math.
CCSS testing consortia membership	Idaho is a member of SMARTER Balanced
Impact of adoption of the CCSS on high school exit exam policies	In all likelihood the high school exams delivered in 2014-15 will replace the current exit exams, though this has not been specifically addressed.
Plans to replace or realign current exit exam in English language arts with a new assessment aligned to the CCSS	See above response.
Plans to replace or realign current exit exam in math with a new assessment aligned to the CCSS	See above response.
Plans to maintain current exit exams in subjects other than English language arts and math once the Common Core State Standards are fully implemented	Only for the cohort of students who are grandfathered into the other former test matrix.
Will changes in state exit exams mentioned above make the exams more rigorous, less rigorous, or about the same?	No response
Preparation for students and teachers to transition to new exam	The SBAC Consortium of which Idaho is a part will produce interim item materials for open use prior to the first operational year of the summative assessment. Also, the SDE is providing

	ongoing professional development opportunities starting in the fall of 2011 that will focus on the common core state standards that will inform the new assessments.
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