



Idaho

Idaho Standards Achievement Test (ISAT)

Type of test	Comprehensive standards-based
Purpose	<p>The purpose of the test is to:</p> <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 educational policy decisions. • Increase alignment of local curriculum and programs of instruction with state education standards.
Major changes/pending changes in exit exam policy	No
Test used by colleges or universities for undergraduate admission?	No
Year first administered	2004 was the first year the Idaho Standards Achievement Test (ISAT) 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	Reading, language usage, mathematics, science
Types of questions	Multiple-choice
Grade 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 graduation will be equal to the 10th-grade proficiency score for each content area.</p>



Number of retakes allowed before end of grade 12	Nine, starting with a first retest option in July after 10 th grade
Retakes after 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.
Alternate paths to graduation for general education students	Yes. Board rule allows each district to adopt an alternate route that requires courses to be offered to and completed by students. The courses are valid and reliable and are required to be standards-based at 10 th grade. The board reviews these plans and keeps them on file.
Alternate paths to graduation specifically for students with disabilities	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 (ELLs) with three or fewer years in the program and for students who reach their senior year without having passed the exit exam.
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.
Exit exam used for No Child Left Behind (NCLB)?	Results in reading and math from the spring administration in 10 th grade are used to determine adequate yearly progress under NCLB.
Same cut score for graduation and NCLB?	Yes. Beginning January 1, 2008, the score required for graduation will be equal to the 10 th -grade proficiency score for each content area.
Types of assistance provided by the state to all districts to raise <i>initial</i> pass rates for all students on the high school exit exam	The state does <i>not</i> provide technical or other types of assistance or intervention to all districts to raise initial pass rates.
Types of assistance or remediation provided by the state to all districts to help students who have failed their initial attempt to pass the exit exam	The state has purchased and made available to all districts and 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.
State funding for remediation	The state does not provide funding for remediation.

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Are districts mandated by law to provide remediation?	Yes. The State department of education offers 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 fluctuates as the number of students/districts qualifying is 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.																																																				
Does the state have reciprocity with other states?	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 th -grade material, and cover subjects comparable to those tested on the ISAT.																																																				
Evaluations of the state exit exam	Yes. Idaho received full approval for the ISAT 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.																																																				
State test contractor	Data Recognition Corporation																																																				
Initial pass rates, 2007	<table border="1" data-bbox="407 919 1321 1623"> <thead> <tr> <th colspan="4">Percentage of Students Passing on the First Try, 2007</th> </tr> <tr> <th>Student Group</th> <th>Reading</th> <th>Language Arts</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>79%</td> <td>64%</td> <td>73%</td> </tr> <tr> <td>White</td> <td>82%</td> <td>68%</td> <td>76%</td> </tr> <tr> <td>African American</td> <td>72%</td> <td>57%</td> <td>58%</td> </tr> <tr> <td>Latino</td> <td>55%</td> <td>38%</td> <td>48%</td> </tr> <tr> <td>Asian</td> <td>84%</td> <td>75%</td> <td>85%</td> </tr> <tr> <td>Native American</td> <td>59%</td> <td>40%</td> <td>56%</td> </tr> <tr> <td>English language learners</td> <td>39%</td> <td>25%</td> <td>41%</td> </tr> <tr> <td>Migrant</td> <td>47%</td> <td>27%</td> <td>48%</td> </tr> <tr> <td>Students with disabilities</td> <td>33%</td> <td>30%</td> <td>21%</td> </tr> <tr> <td>Free or reduced-price lunch eligible</td> <td>67%</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>Passing score (scale of 150-300)</td> <td>213</td> <td>216</td> <td>235</td> </tr> </tbody> </table>	Percentage of Students Passing on the First Try, 2007				Student Group	Reading	Language Arts	Math	All students	79%	64%	73%	White	82%	68%	76%	African American	72%	57%	58%	Latino	55%	38%	48%	Asian	84%	75%	85%	Native American	59%	40%	56%	English language learners	39%	25%	41%	Migrant	47%	27%	48%	Students with disabilities	33%	30%	21%	Free or reduced-price lunch eligible	67%	60%	50%	Passing score (scale of 150-300)	213	216	235
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