



Structural Change Subcommittee

*Task Force for Improving
Education*

23 August 2013

Overview

High Performing Schools Statewide

Measure: 60% Post-Secondary Completion

Structural changes required

High performance work environments are required

High Expectations

Mastery Based System

Idaho Core Standards

Literacy Proficiency

Advanced Opportunities

Autonomy & Accountability

Revamp State's Accountability Structure to Outcomes

Empower Autonomy by Removing Constraints

Strategic Planning for Improvement

Innovation & Collaboration

Job Embedded Collaboration Time

Statewide Electronic Collaboration System

High Speed Bandwidth and Wireless Infrastructure

Educator and Student Computing Devices

Guiding Principles

1. Structural changes are required to achieve the 60%
2. High performance schools require a high performance work environment for our teachers and administrators



High Expectations

Strategy #1



Recommendation #1.1

Mastery Based System



Recommendation #1.2

Idaho Core Standards

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- 90% of Idaho students scored at or above grade level in reading.
 - 82.2% of Idaho students scored at or above grade level in math.

HOWEVER,

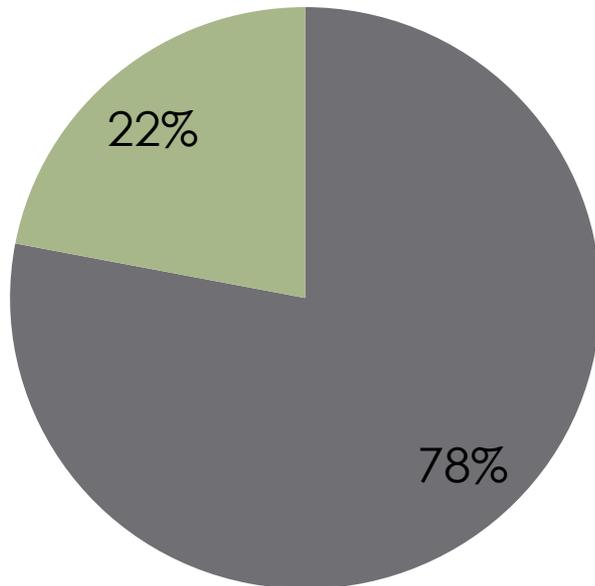
- 47% of students who go on need remediation in postsecondary education.

PISA Rankings

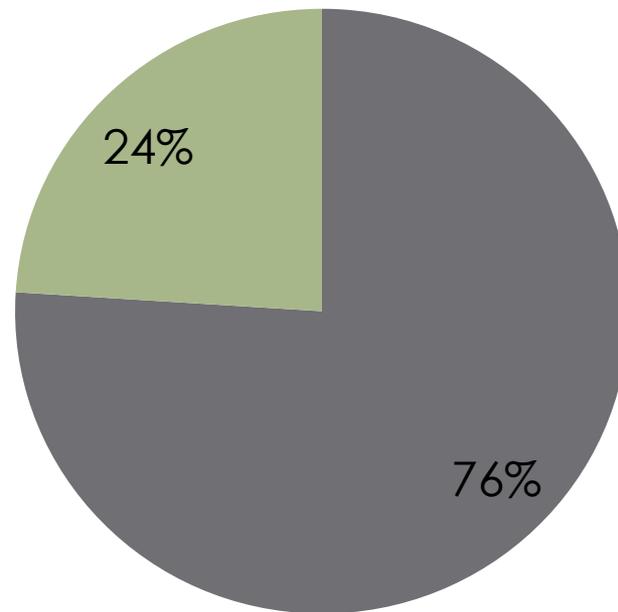
1. Taiwan
2. Hong Kong
3. Korea
4. Finland
5. Switzerland
6. Belgium
7. Netherlands
8. Liechtenstein
9. New Zealand
10. Czech Republic
- ...
49. United States

Gap Analysis

English Language Arts



Math



Recommendation #1.3

Literacy Proficiency



“Reading proficiently by the end of third grade is a crucial marker in a child’s educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation’s competitiveness and general productivity.”

*-Early Warning! Why Reading by the End of
Third Grade Matters*

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- “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of the third grade.”

- National Research Council



Recommendation #1.4

Advanced Opportunities



“...high school students who had completed a college course before graduation were nearly 50 percent more likely to earn a college degree from a Texas college within six years than students who had not participated in dual enrollment.”

-Taking College Courses in High School: A Strategy for College Readiness



Accountability and Autonomy

Strategy #2



Recommendation #2.1

Accountability for Student Outcomes



Recommendation #2.2

Empower Autonomy

Recommendation #2.3

Strategic Plans



Collaboration and Innovation

Strategy #3



Recommendation #3.1

Job Embedded Collaboration

Required Instructional Hours

- Finland- 856 hours (age 15)
- Idaho- 990 hours (grades 9-12)
- OECD average- 902 hours (age 15)



Recommendation #3.2

Statewide Electronic Collaboration System

Recommendation #3.3

Bandwidth & Wireless Infrastructure



Recommendation #3.4

Educator & Student Computing Devices



“There is a considerable difference between the behavior of teachers and students in 1:1 schools and that of teachers and students in schools with higher student-computer ratios. Students who have continuous access to a computing device can clearly take more control of their own learning than students with infrequent access to a variety of different devices, where links and materials cannot be stored and exploration is limited.”

-Project RED