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COLLEGE  
IDAHO**



**Complete College Idaho  
Initiatives**

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**February 20, 2013**

# CCI Plan

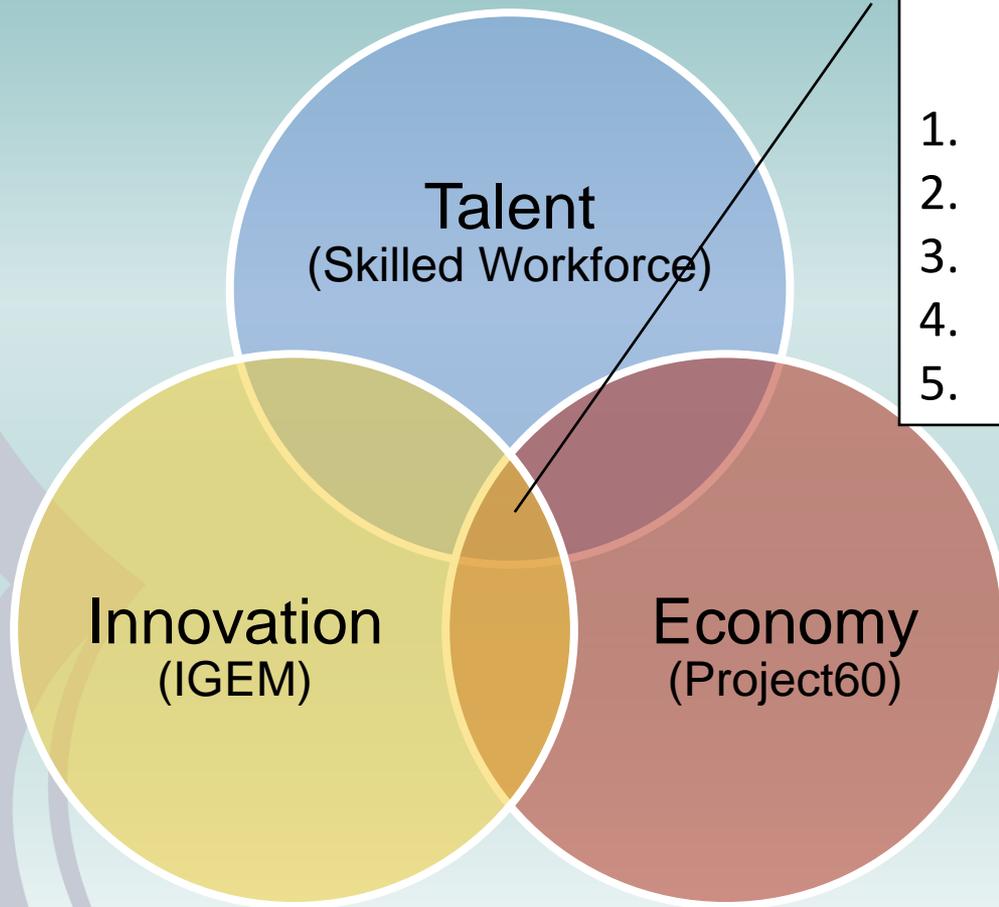


## **Complete College Idaho** A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State

June 2012

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# Complete College Idaho



## **Key Strategies**

1. Strengthen the Pipeline
2. Transform Remediation
3. Structure for Success
4. Reward Progress & Completion
5. Leverage Partnerships

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# Strengthen the Pipeline

- College & Career Readiness
- Intentional Advising
- Accelerated Pathways



# Strengthen the Pipeline

- Ensure College & Career Readiness



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# Idaho Standards



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# Idaho Core Professional Development



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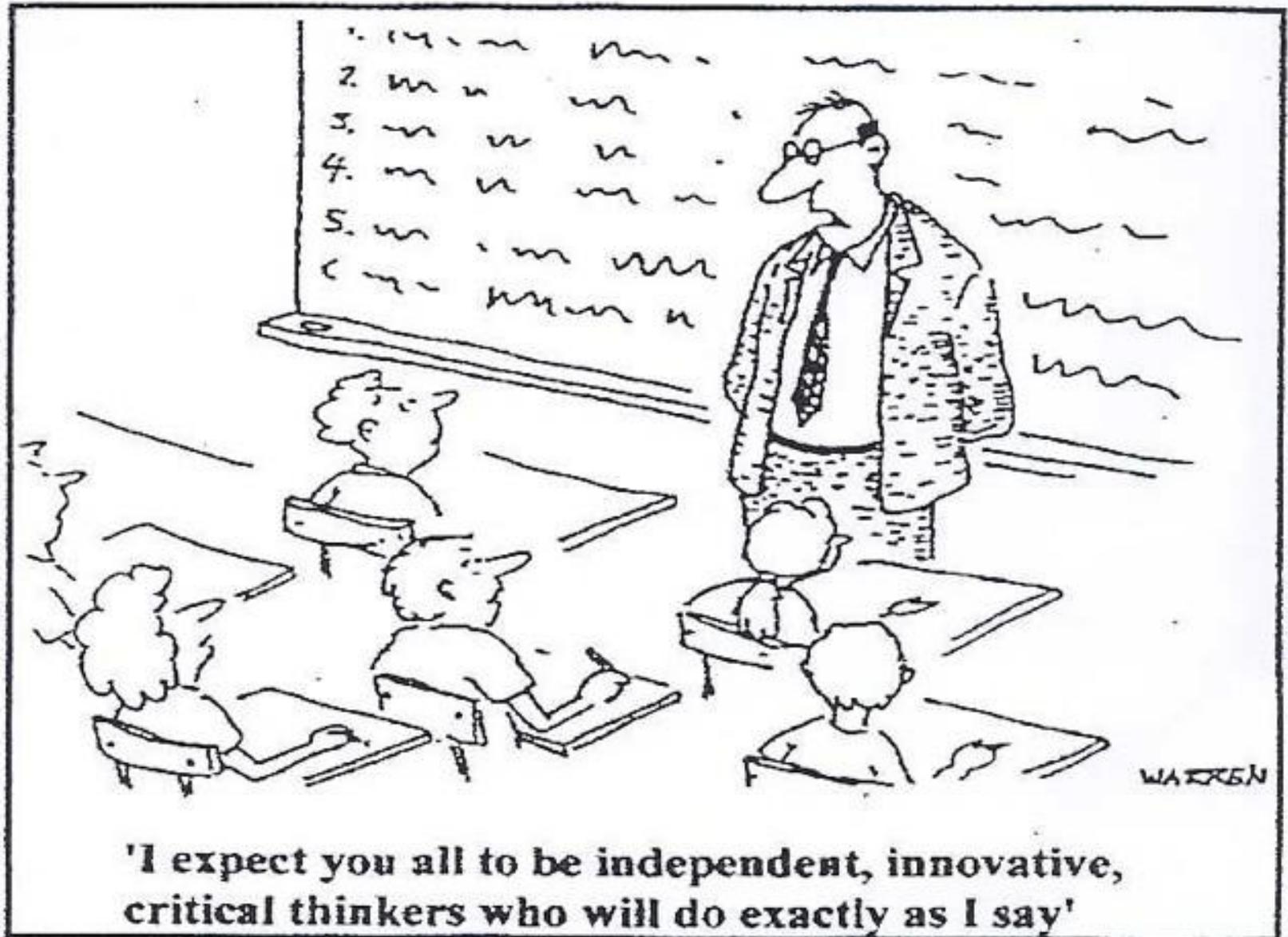
# Lesson Plans



# Next Steps

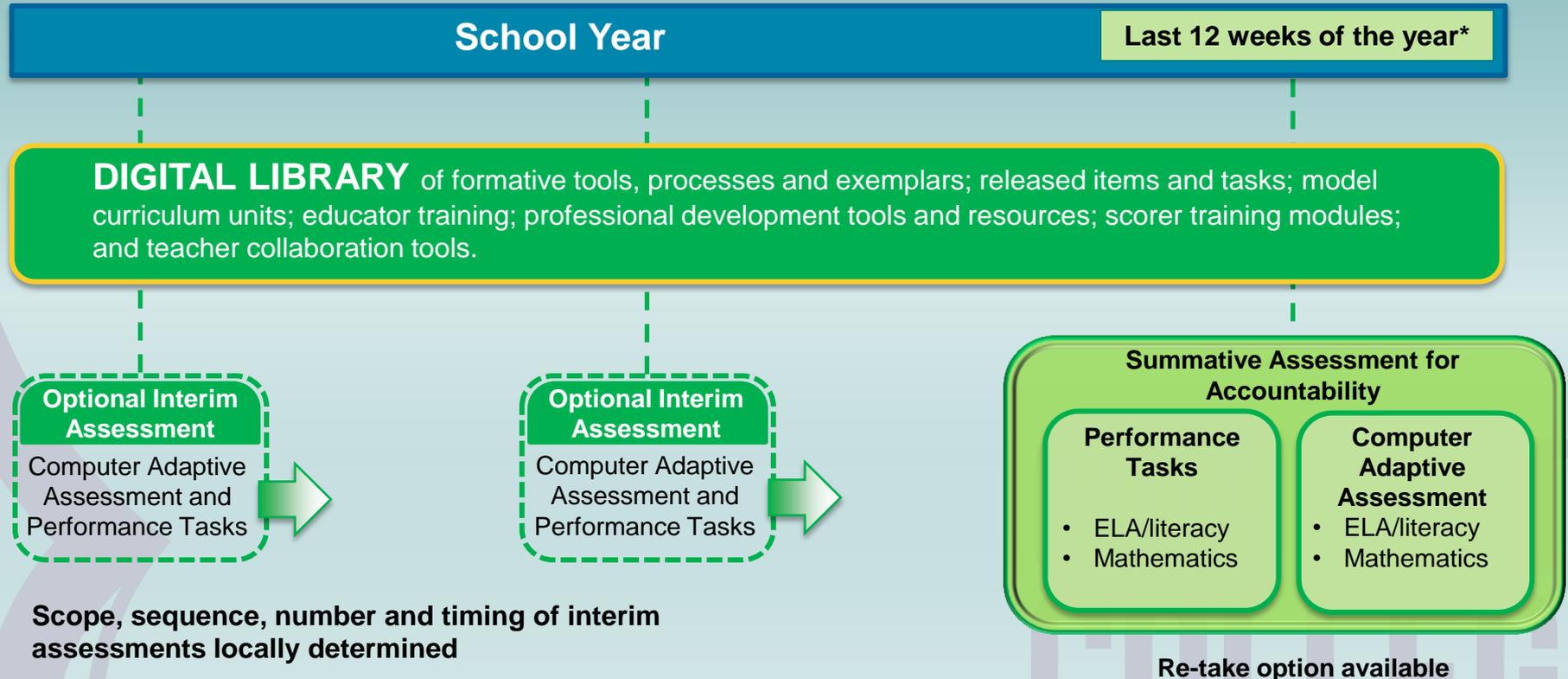
- Professional Development
- Lessons Plans & Curricular Materials Development
- Building Capacity & Regional Support
- Partnerships with Postsecondary
- Communications & Publications

# Smarter Balanced Assessment



# A Balanced Assessment System

ELA/Literacy and Mathematics, Grades 3-8 and High School



Scope, sequence, number and timing of interim assessments locally determined

\*Time windows may be adjusted based on results from the research agenda and final implementation decisions.

# Grades Supported

Grades	Summative	Interim (Optional)	Formative Tools and Professional Learning (Optional)
3 — 8	✓	✓	✓
9 — 10	1-2 Performance Tasks as Required to Cover CCSS	✓ EOC and Comprehensive	✓
11	✓	✓ EOC and Comprehensive	✓
12	Optional	✓ EOC and Comprehensive	✓

**Table 1: Scores reported for individual students on Smarter Balanced Summative Assessments**

<b>English Language Arts</b>		
<b>#</b>	<b>Claims</b>	<b>Example of Weights</b>
1	Reading	% (TBD)
2	Writing	% (TBD)
3	Speaking/Listening	% (TBD)
4	Research	% (TBD)
<b>Total Composite</b>		100%

<b>Mathematics</b>		
<b>#</b>	<b>Claims</b>	<b>Example of Weights</b>
1	Concepts & Procedures	% (TBD)
2 & 4	Problem Solving & Modeling/Data Analysis	% (TBD)
3	Communicating Reasoning	% (TBD)
<b>Total Composite</b>		100%

**Table 2: Estimated testing times for Smarter Balanced Summative Assessments**

<b>Test Type</b>	<b>Grades</b>	<b>CAT</b>	<b>Perf Task Only</b>	<b>Total</b>	<b>In-Class Activity</b>	<b>Total</b>
<b>English Language Arts/Literacy</b>	<b>3-5</b>	1:30	2:00	3:30	:30	<b>4:00</b>
	<b>6-8</b>	1:30	2:00	3:30	:30	<b>4:00</b>
	<b>11</b>	2:00	2:00	4:00	:30	<b>4:30</b>
<b>Mathematics</b>	<b>3-5</b>	1:30	1:00	2:30	:30	<b>3:00</b>
	<b>6-8</b>	2:00	1:00	3:00	:30	<b>3:30</b>
	<b>11</b>	2:00	1:30	3:30	:30	<b>4:00</b>
<b>COMBINED</b>	<b>3-5</b>	3:00	3:00	6:00	1:00	<b>7:00</b>
	<b>6-8</b>	3:30	3:00	6:30	1:00	<b>7:30</b>
	<b>11</b>	4:00	3:30	7:30	1:00	<b>8:30</b>

Times are estimates of test length for most students. Smarter Balanced assessments are designed as untimed tests; some students may need and should be afforded more time than shown in this table.

# Pilot Test Opportunities

## Scientific Sample (1.2 million)

- Determined using existing data set
- Schools contacted for recruitment
- Volunteer schools used as needed to fulfill scientific sample requirements

## Released Pilot Test Items

- Schools volunteer to participate
- Schools provided with access information

# Not knowing cost, but based on your policy objectives, which package option would your

Package	Services included	Smarter Balanced membership cost	Vendor administration cost
<b>A</b>	<ul style="list-style-type: none"> <li>Core package bundle<sup>1</sup> <b>only</b> (includes components essential for summative assessments, plus membership services)</li> </ul>	<p>The total cost to states will have two components: SB membership cost (includes SB organization, and any services SB centrally manages) and vendor administration cost (which states procure separately)</p> <p>The per student cost will be driven heavily by how many states adopt each package (total number of students)</p> <p><b>Next steps: based on your input, we will develop rough cost estimate ranges</b></p>	
<b>B</b>	<ul style="list-style-type: none"> <li>Core package bundle, <b>and</b></li> <li><b>(1)</b> Digital library of formative tools, <b>and</b></li> <li><b>(2)</b> Non-secure interim assessment</li> </ul>		
<b>C</b>	<ul style="list-style-type: none"> <li>Core package bundle, <b>and</b></li> <li><b>(3)</b> Additional secure summative assessment</li> </ul>		
<b>D</b>	<ul style="list-style-type: none"> <li>Core package bundle, <b>and</b></li> <li><b>(1)</b> Digital library of formative tools, <b>and</b></li> <li><b>(2)</b> Non-secure interim assessment, <b>and</b></li> <li><b>(3)</b> Additional secure summative assessment</li> </ul>		

See next page for detail on Core package bundle and incremental service options

<sup>1</sup> Includes: Provide high quality bank of items; Sponsorship of maintenance and enhancements of open source test admin. platform; Ongoing item development and enhancement; Developing rules, standards and procedures to certify comparability across states; Providing membership services and communications; Additional technical support to assist in compliance with state accountability systems outside of peer review for core summative

# Smarter Balanced scope of services

Development of summative assessments to support valid decisions for use in state and federal accountability

- **Providing high quality bank of items** that measure breadth and depth of the CCSS, based on universal design principles and translations for a consortium-determined number of languages
- **Sponsorship** of maintenance and enhancements of **open source test admin. platform**
- Ongoing **item development and enhancement**

Developing **rules, standards and procedures** (e.g., quality and interoperability standards, requirements for software and technology infrastructure) to **certify comparability across states**

Providing **consortium-level reporting and analytics, ongoing research and validity studies** (e.g., refine performance scales and achievement levels), and **peer review for core summative assessments** (e.g., for states participating in core package of services)

Providing **membership services and communications** (a complete list of included services is under development; additional services may be procured on a fee-for-service basis)

**Additional technical support to assist in compliance with state accountability systems** outside of peer review for core summative assessments (e.g., support in engaging with TACs on additional summative assessments); ***will determine basic model for hours of service provided***<sup>3</sup>

- 1 Building and maintaining a **digital library of formative tools and resources** for educators
- 2 Developing and maintaining **bank of items for non-secure, flexible interim assessment**
- 3 Developing and maintaining **bank of items for additional secure, summative assessment(s)**<sup>1</sup> for **state accountability purposes** (e.g., end-of-course or 12<sup>th</sup> grade)
  - For **high school** and for **elementary / middle school** (could procure separately)

“**Core package**” bundle that all members receive as base-level services

**Incremental services**<sup>2</sup> available for purchase “on top” of core package

1 Combines security of summative assessment and flexibility of the interim (on test blueprint flexibility)

2 Costs for incremental services will have a Smarter component for the oversight portion, and a vendor component for the administration

3 Additional technical support service-hours beyond basic model to be negotiated as incremental fee-for-service on state-by-state basis

# Today, we would like to align on which model to explore further and build out for Smarter Balanced

## Description

## “Flavors” of option and examples

1

501c3 model

Incorporate as a **501c3** non-profit organization

- **Standalone 501c3**, e.g., Shared Learning Collaborative
- **Merge** with an **existing assessment non-profit**, e.g., with College Board or Measured Progress
- Become an **independent non-profit hosted within a membership organization**, e.g., NASBE, AASA, NAESP

2

University or state affiliation model

Partner with a public state entity, and be housed as an **initiative** within the entity

- Become a **special project housed in a state university**, e.g., WIDA Consortium at University of Wisconsin, or CRESST at UCLA
- Become an **initiative housed within a system-level university office** e.g., within a Chancellor’s Office
- Become an **initiative housed within a regional state entity**, e.g., within Washington OSPI’s Educational Service Districts, or San Joaquin County’s Office of Education

3

Statutorily created new inter-state entity

Pass legislation in each state to become **statutorily authorized as a collective inter-state compact** with authority to **operative across existing boundaries**

- **Become a Joint Powers Authority (JPA)**, e.g., West Ed, which is governed by public entities in CA, AZ, NV and UT
- **Become a statutorily created compact**, e.g., Midwestern Higher Education Commission

# We evaluated the options against a set of weighted consideration factors

Factors	Description: how legal structure influences Smarter Balanced's...	Importance <sup>1</sup>
Ease of doing business	<ul style="list-style-type: none"> <li>▪ ... ability to work with member states, vendors, and partners in a smooth, hassle-free way, including:               <ul style="list-style-type: none"> <li>– Contracting with states (e.g., competitive bid vs. IGA)</li> <li>– Access to leverage partner's shared services (e.g., HR, Legal, Procurement)</li> </ul> </li> </ul>	
Impact on cost structure	<ul style="list-style-type: none"> <li>▪ ...ability to maintain a lean, efficient organization and control its organizational costs, including:               <ul style="list-style-type: none"> <li>– Indirect rate Smarter would pay to a partner entity (e.g., university or regional state entity)</li> <li>– Functions that Smarter would have to build in-house</li> </ul> </li> </ul>	
Political environment/implications	<ul style="list-style-type: none"> <li>▪ ...ability to operate independently of political or bureaucratic influence, challenges and risks, including:               <ul style="list-style-type: none"> <li>– Exposure to shifting political environment in times of elections or transitions (e.g., Indiana situation)</li> <li>– Inter-state politics and challenges of Smarter being affiliated with one member state</li> </ul> </li> </ul>	
Independence	<ul style="list-style-type: none"> <li>▪ ... autonomy and control over governance, operations and product, including:               <ul style="list-style-type: none"> <li>– Board and governance structure</li> <li>– Day-to-day operations and strategic decisions</li> <li>– Organizational policies and procedures</li> </ul> </li> </ul>	

- What factors are you most concerned about? Your state chief? Your legislature?
- What are going to be the biggest sensitivities if we
  - Become a 501c3?
  - Partner with a University or State entity?
  - Become a statutorily created inter-state entity?

<sup>1</sup> Weighting on importance scale determined by assessing whether factor was critically important to getting smarter "off the ground" during transition phase starting in 2014

# While each option presents tradeoffs, we believe the university or state entity affiliation model is the most promising

## Pros

## Cons

1 501c3 model

- **Completely autonomous**, allowing for independent control over governance, operations, and cost-structure
- **Operate outside political or bureaucratic environment**, and not subject to shifting political environments

- **Major barrier to ease of doing business with states**, as will be subject to each state's procurement rules, likely **requiring the Smarter Balanced membership contract to be competitively bid**
- May have to **build or contract out for all support functions** (e.g., HR, Legal)

2 University or state entity affiliation model

- **Can create Intergovernmental Agreements with states**, making it easy to contract and do business with Smarter Balanced
- **Leverage partner's shared services** (e.g., HR, Legal, Procurement) and **brand reputation**, as well as **gain access to talent pipeline** (e.g., graduate students)

- **Indirect rates with partner entity can be high**, burdening the org's cost structure
- **Subject to shifting political or bureaucratic environment**, and potential for **unwanted influence of partner entity** over governance and operations

3 Statutorily created new inter-state entity

- **Can create Intergovernmental Agreements with states**, making it easy to contract and do business with Smarter Balanced
- **Autonomous and independent within bounds of statute**, allowing for control over governance, operations and cost structure

- **Unwieldy board and governance structure**, especially if all member states are signatories of legislative agreement
- **Requires passage of statute** in every member state
- May have to **build or contract out for all support functions** (e.g., HR, Legal)

 Preferred Option

# Next steps - fact-gathering and building out the plan

- Next steps will be to **engage in preliminary, fact-finding conversations with potential partners**
  - Looking at the sample output report on the right, **what else would you need answered to make a decision?**
- If your state university is a good fit interested, **please have them reach out to Joe by Jan 30<sup>th</sup>**

## Initial negotiated arrangement and “due diligence”

- Governance** (e.g., what rights / authority does partner have; what is reporting relationship between Smarter Balanced leadership and partner governing structure)
- Location and timing** (e.g., where Smarter Balanced’s office is located)
- Timing to “stand up”** (e.g., how quickly the partnership can be “stood up” and able to provide services to the states)
- Terms of contract** (e.g., initial duration of X years, with option to renegotiate after Y years)
- Policies and procedures** (e.g., what partner policies / procedures will Smarter be subject to)
- Access to partner services** (e.g., can leverage partner’s HR, accounting, legal and procurement functions)
- “Track record”** (e.g., has partner entity done this type of affiliation arrangement before, and if so, how well did it work)

## Implications for Smarter Balanced

- Organization structure** (e.g., does not need to build X, Y, Z functions in house)
- Operating model** (e.g., “red flag” partner policies that Smarter Balanced will be subject to (like HR policies); approval processes that may impact daily operations)
- Contracting with states** (e.g., confirm that all member states *statutorily and politically* can use IGAs with Smarter)

# Strengthen the Pipeline

- Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers



# Collaborative Counselor Training Initiative

- Customized on-line professional development



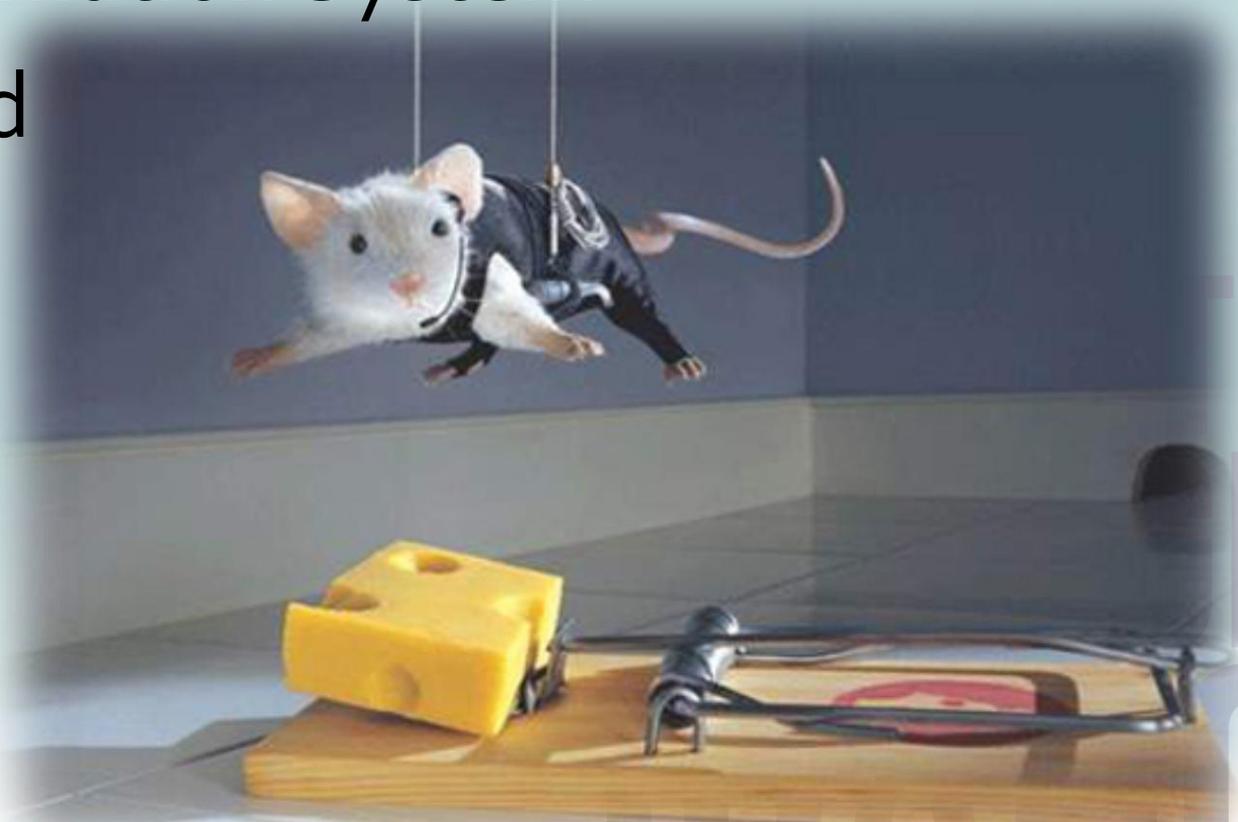
# Next Steps

- IDLA
  - Blackboard



# Near Peer Mentoring Program

- Mission:
  - Career Information System
  - Financial Aid
  - Admissions



# Near Peer Mentoring Program

- Close Peer
- Low Cost
- Current Knowledge



# Next Steps

- Payette
- Weiser
- Post Falls



# Strengthen the Pipeline

- Support Accelerated High School to Postsecondary and Career Pathways



# Tech-Prep

- 109 Districts
- 60% Go to College



**High School Student**

High School Student

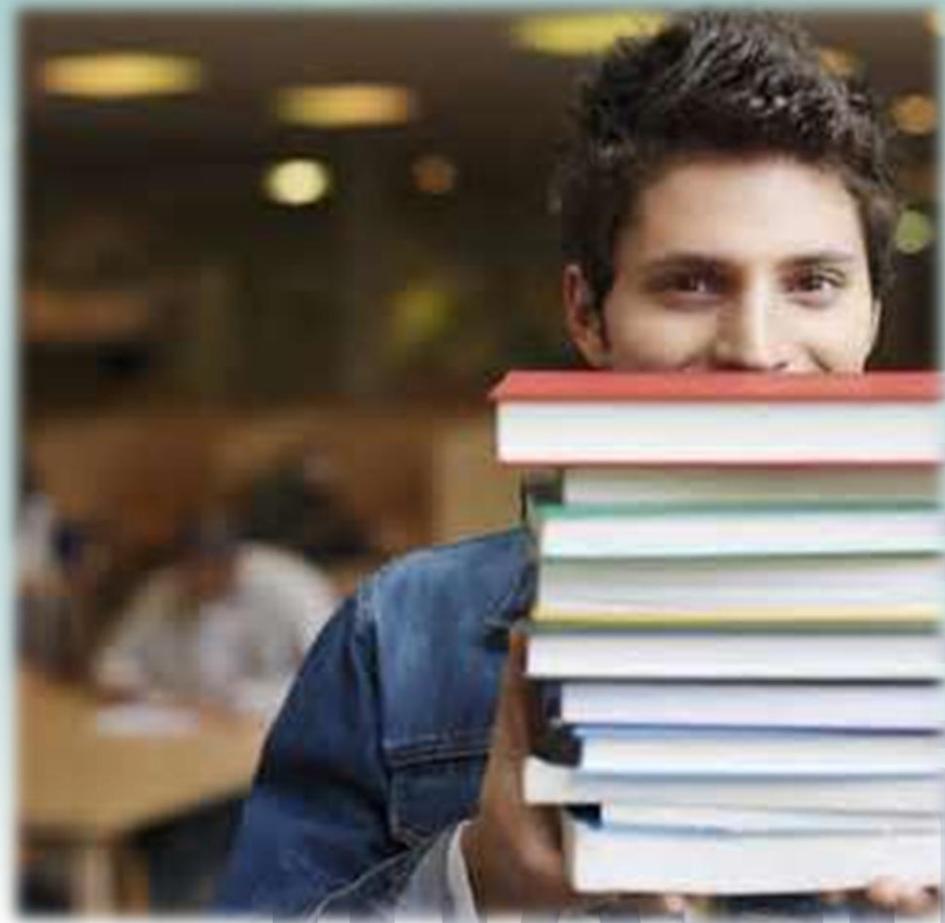
# Dual Credit

- 9,000 + headcount
- 50,000 + credit hours



# Next Steps

- 2+2 Programs



# Transform Remediation

- Preparation/Alignment
- Assessment
- Delivery



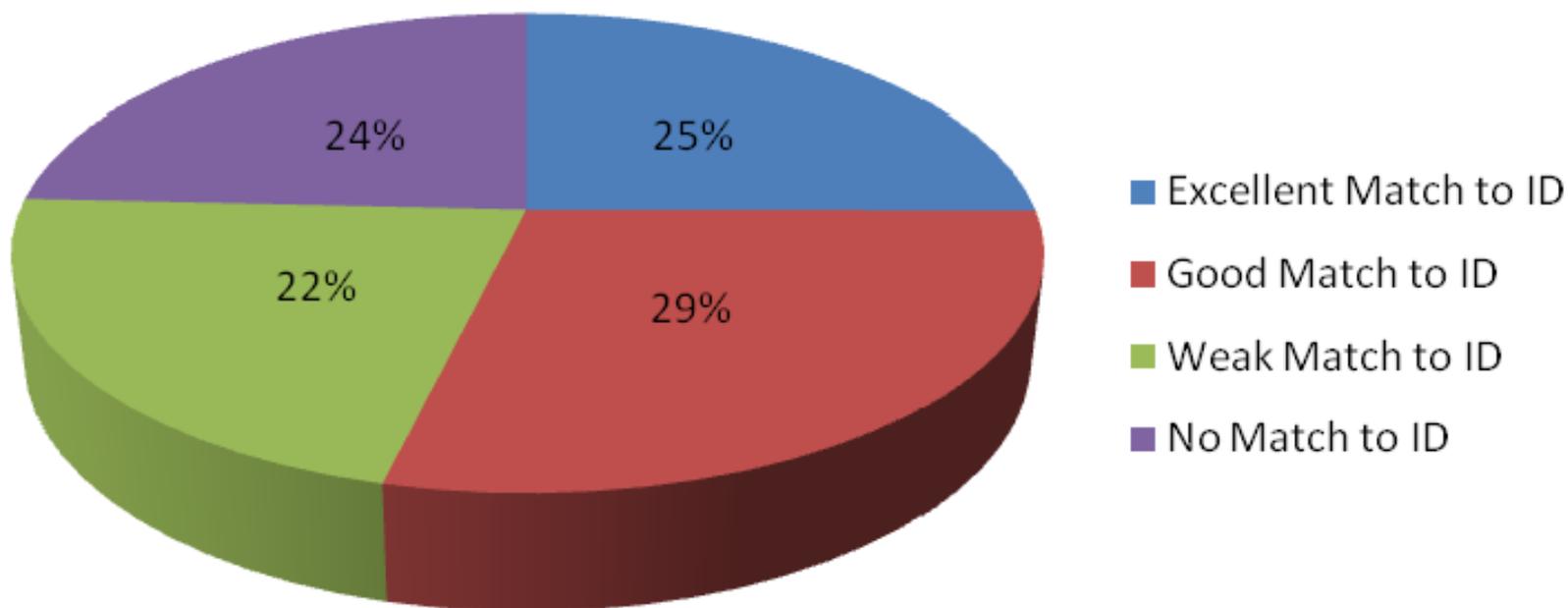
# Idaho Core

- College & Career  
Readiness  
Education and  
Assessment



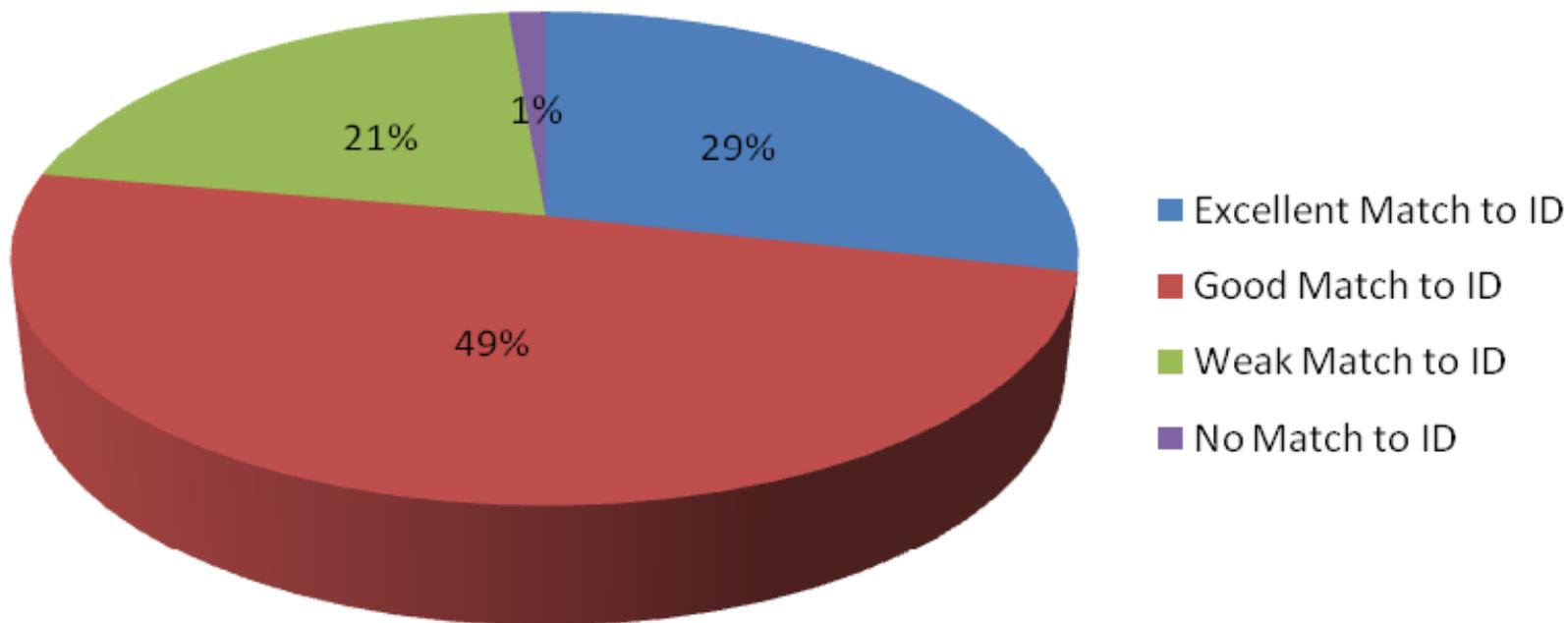
# Common Core State Standards – Math

How Strong were the Matches Between the K-12 Common Core Standards and the Idaho Math Standards? (n=495)



# Common Core State Standards - ELA

**How Strong were the Matches Between the K-12 Common Core Standards and the Idaho ELA Standards?**



# 2011/2012

## Remediation Rates

- 74.7% for 2 year schools
- 26.2% for 4 year schools



# Assessment & Placement

- Placement

**NOT**

- Admissions



# Current English Placement

Class	ACT English Score	SAT English Score	AP Exam	COMPASS Score
English 90	<17	>200	NA	0 - 67
English 101	18-24	>450	NA	68 - 94
English 101 Credit English 102 Placement	25-30	>570	3 or 4	95 - 99
Credit English 101 and English 102	>31	>700	5	

# Current Math Placement

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45
Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51



# Next Steps

- Review practices
- Revise
- Update



# Delivery Models

- Delivery Models
  - Co-requisite
  - Accelerated
  - Emporium

Rethink.

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# Co-requisite Model

- Remedial instruction delivered alongside college-level content



# Accelerated Model

- Remedial Series Combined
- Remedial Imbedded into Credit Bearing Courses



# Emporium



# Next Steps

- Idaho Core Implementation
- Revised Assessment & Placement Practices
- Modified Delivery models
- Assess Effectiveness



# Structure for Success

- Strong, Clear, & Guaranteed Statewide Articulation & Transfer



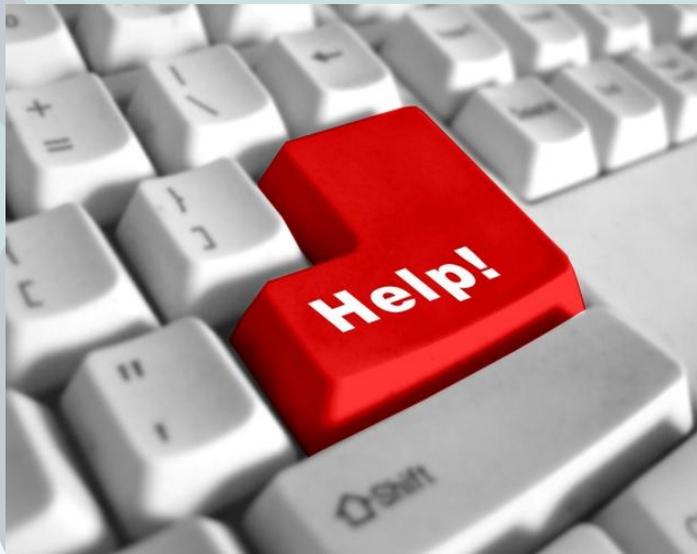
# Structure for Success

- Web portal
- Improve PTE Transfer
- Reverse Transfer
- General Education Reform



# Web Portal

- Research & Discovery



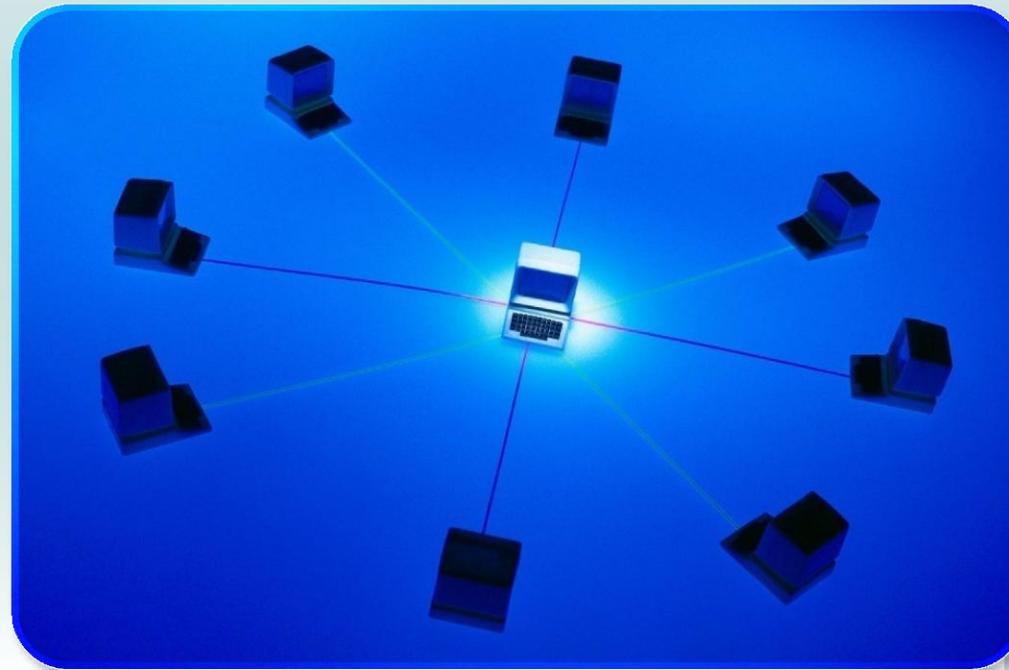
# PTE Courses

- Integration
- Transfer



# Reverse Transfer

- 2year student who transfers to a 4year prior to earning their associates



# General Education



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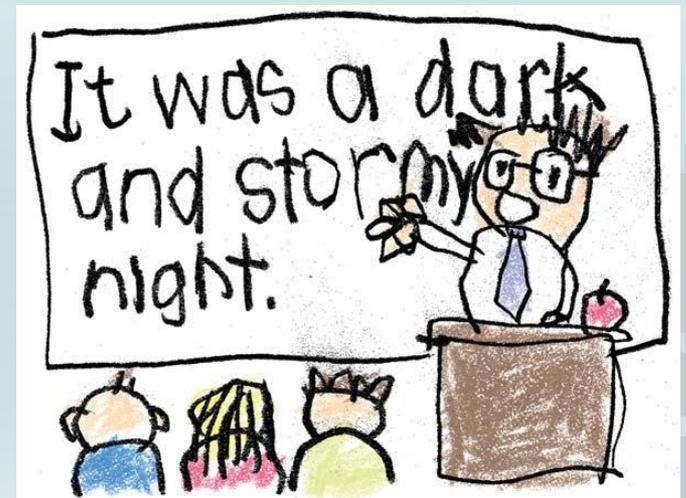
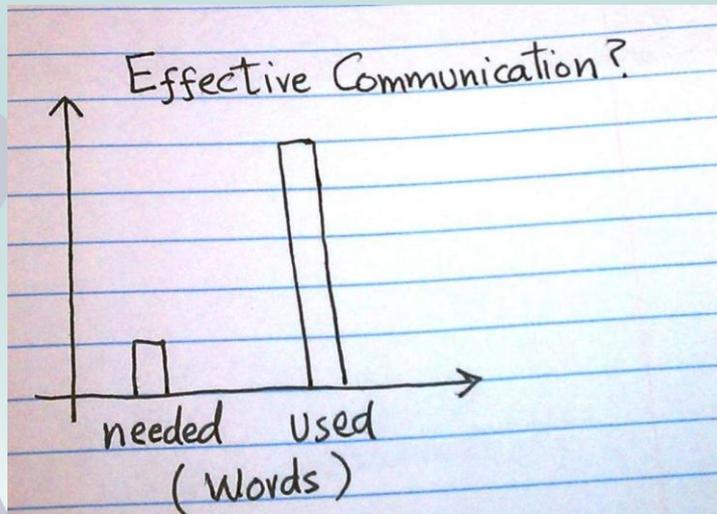
# Common Learning Outcomes



# Disciplines

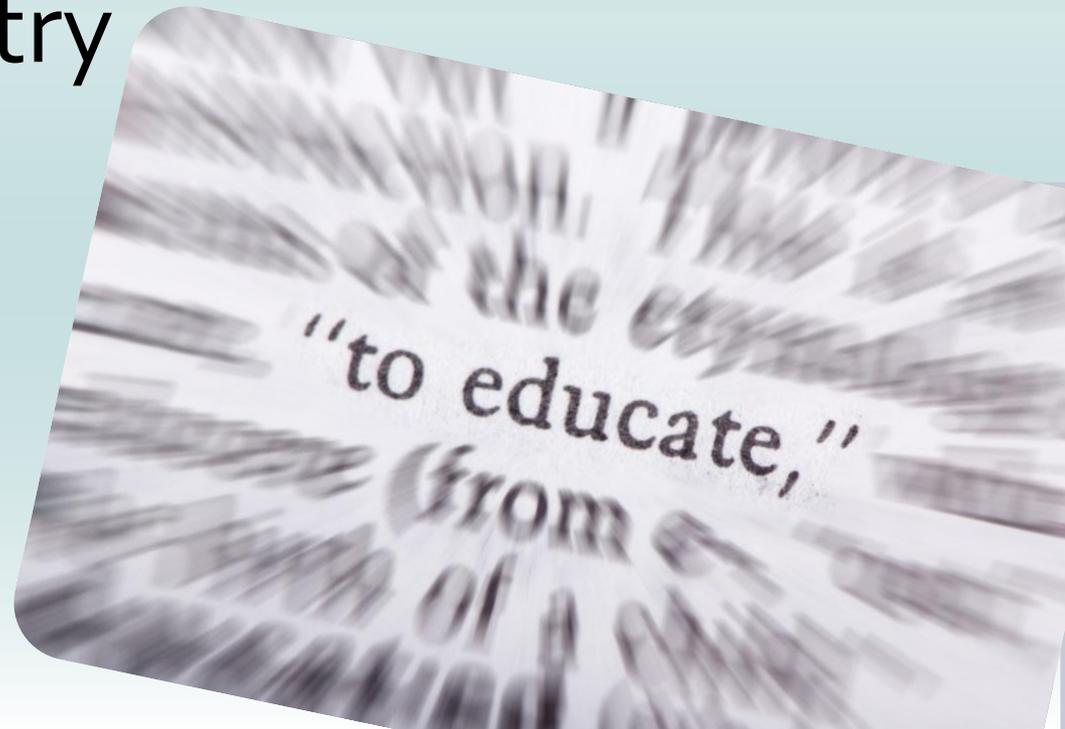
- Math
- English
- Communications

$$\int_a^b f(x) dx = F(b) - F(a)$$



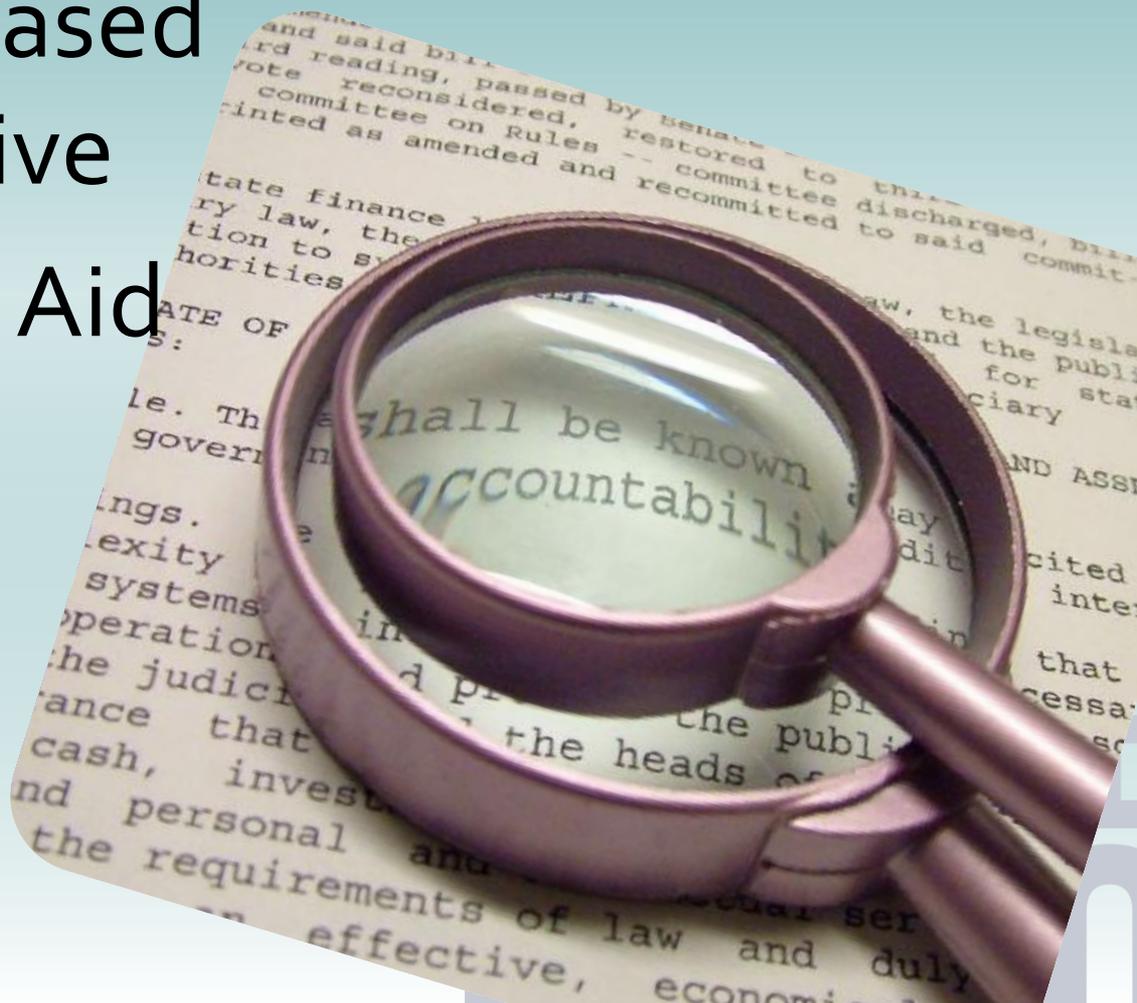
# General Education

- Disciplines Across Institutions
- Competencies & Outcomes
- Business/Industry
- Students



# Reward Progress & Completion

- Performance Based Funding Initiative
- State Financial Aid Programs



# State Scholarship Program

- Consolidate
- Increase Impact
- Merit/Need-based



# Timeline

<b>FY2013 (AY12-13)</b>	<b>FY2014 (AY13-14)</b>	<b>FY2015 (AY14-15)</b>
<b>Promise A</b>	<b>Promise A**</b>	<b>New Opportunity</b>
<b>Promise B</b>	<b>Promise B**</b>	
<b>Opportunity</b>	<b>Opportunity**</b>	
<b>MAR</b>	<b>MAR**</b>	
<b>GYO*</b>		
<b>Loan Forgiveness*</b>		

\*Students under contract will be paid out the balance of their eligibility.

\*\*One year, non-renewable award

# Leverage Partnerships

- Strengthen Collaboration
- College Access Network
- STEM Education

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Idaho  
Professional-Technical  
Education



J.A. AND KATHRYN  
ALBERTSON  
FOUNDATION



IEA | IDAHO  
EDUCATION  
ASSOCIATION

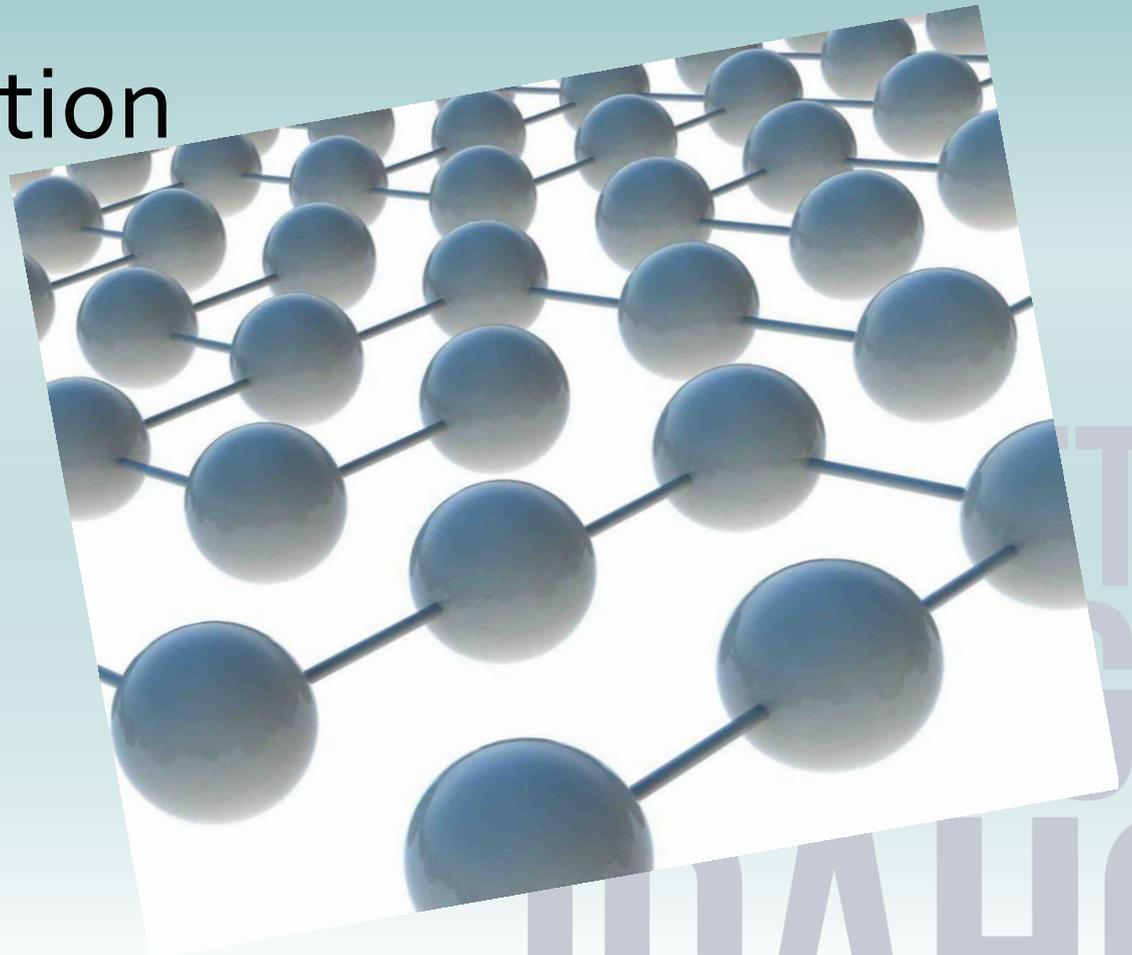
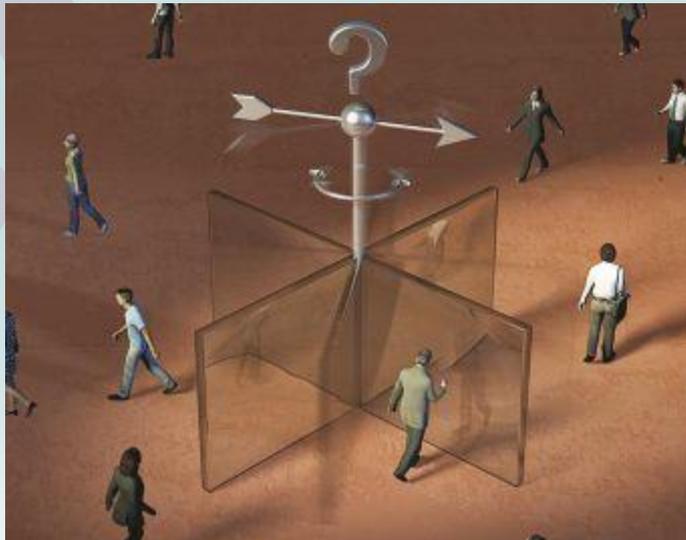
Idaho  
**PTA**  
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Idaho State  
Board of Education

# Leverage Partnerships

- College Access Network
- STEM Education





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# University of Idaho

- Common Core State Standards Integration
- Dual Enrollment
- Co-remediation
- General Education

University of Idaho

# Idaho State University

- Bridge Programs
- Center for Professional Development
- Educational Foundations Outreach
- Increased Online Course Development
- Retention Coaches

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**Idaho State**  

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**UNIVERSITY**

# Idaho State University

- Mentoring Program
- Completion Grants & Scholarships for Students
- Native Student Advising
- Student Recruitment

Idaho State  
UNIVERSITY

# Boise State University

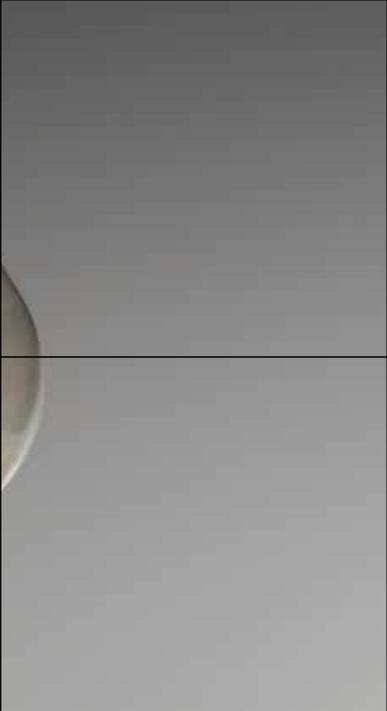
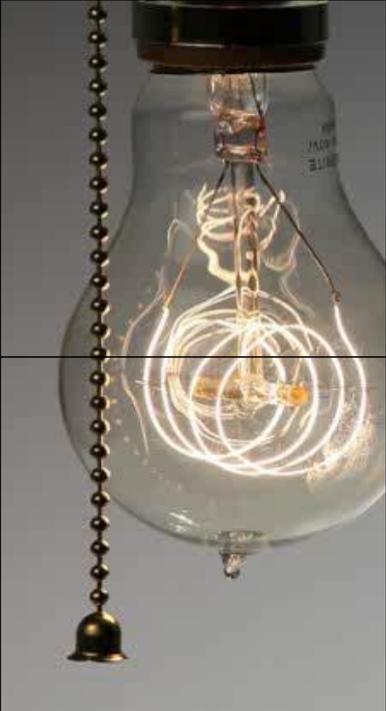
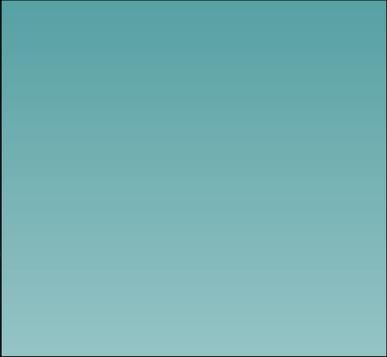
- Core Reform
- Transforming Remediation in First-Year Writing
- Redesign Developmental Mathematics



# Lewis-Clark State College

- Expand Student Success Project
  - Intrusive Advising
  - Peer Mentoring
  - e-Advising





# Questions

